

VISIT...

LANZAROTE
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GRADE 2

Grammar and Writing Handbook

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Writer's Guide



Ideas and Content

Before you write, you need a **main idea** and a **purpose**. The **main idea** is what the writing will be about. The **purpose** may be to persuade someone, teach something, or make the reader laugh.

FOCUS

Everything you write should support your main idea. Use details that support the point you are trying to make.

Dear Aunt Ani,

Thank you so much for my great birthday present. The set of markers is terrific! I'll draw a picture just for you.

Jamie

A simple thank-you note has a main idea and a purpose.

Main Idea To say that you liked a present

Purpose

To thank Aunt Ani

Details Details add information. Words such as *great*, *terrific*, *set of markers*, and *draw* make the writing interesting.

Strategies for Choosing a Topic and Purpose

- Choose a topic you know or would like to learn about.
- Think about your purpose. A story about something funny that happened might make readers laugh. A letter could persuade them to do something.

A Match the number of each topic with the purpose that it fits best.

A Give information **B** Persuade **C** Make someone laugh

1. A funny day at the beach
2. How spiders make a web
3. Why we need school uniforms



B Read the paragraph. Write the numbers of the sentences with details that are not about the main idea.

4. Have you ever worn your slippers to school?
 5. I was late yesterday and hurried out the door. 6. I get up at 7:00 every morning. 7. My slippers were a present from Grandma. 8. When I got on the bus, I saw my slippers on my feet. 9. I had to wear my slippers all day at school! 10. I have sneakers too. 11. Everyone thought that was pretty funny.

C Complete one main-idea sentence below. Then write three more sentences about the topic. Remember to use clear details.

- My favorite TV show is _____.
- The best book I ever read was _____.
- The best vacation I ever went on was _____.

Organization

.....

A good writer tells what happened in the right order.
Your **organization** holds your writing together.

.....

Here are some ways to organize your writing.

- a story with a beginning, middle, and end
- a paragraph that compares and contrasts
- a description
- a how-to explanation

Before you begin, think about how you will arrange your writing. For example, to write about your favorite and least favorite sports, comparison and contrast would be best. If you write about your winter vacation, a story form would work.

Once you decide, choose the details you want to use. Arrange your details from beginning to end.



GRAPHIC ORGANIZER

A graphic organizer such as a list, diagram, or chart will help you organize your ideas.

Strategies for Organizing Ideas

- Start or finish with the most important detail.
- Use order words such as *first*, *later*, *last*, and *next*.

A Match the number of the topic with the letter of the kind of organization that works best.

A Comparison-contrast **C** Story

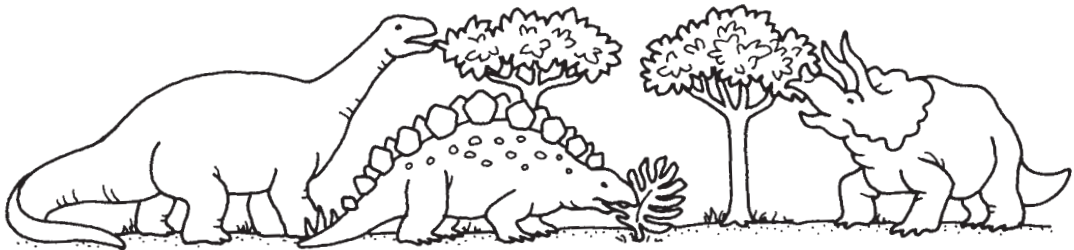
B Description **D** How-to explanation

1. It Happened on Our Class Trip
2. How to Make Fruit Salad
3. My Very Tall Best Friend
4. Circus or Zoo: Which Is Better?

B Write the sentences. Number them so they are in the correct order to tell what happened. The first one is done for you.

- 1 Yesterday, we went to the dinosaur museum.
___ At the end of the day, we saw a dinosaur movie.
___ Then we saw fossils of leaves and fish.
___ First, we saw a huge dinosaur skeleton.

C Tell how you learned to do or make something new. Organize your details. Use order words such as *first*, *now*, *next*, and *last*.



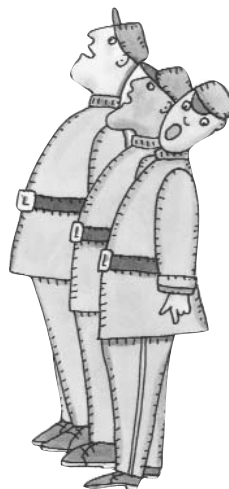
Voice

.....

Your writing style shows your **voice**. It tells how you feel and think about your topic. Your writer's voice shows that you know about and care about your topic. It lets you speak directly to the reader.

.....

- When I saw my new kitten, I was happy.
(weak voice)
- I squealed with delight when I saw that furry little face.
My new kitten made me happy. (strong voice)



Strategies for Developing a Writer's Voice

- Think about your readers and your reason for writing. Use a playful voice to write about a funny event. Use a more serious voice in a book report.
- Choose words that match your voice. In a letter to a friend, contractions or funny words would sound like your everyday voice. A letter to your principal would have a more serious voice.
- Your writing voice is a way that you can speak directly to your readers. Let readers know how you feel about a subject.

VOICE

Read your work to someone and ask if it sounds like you. If it doesn't, think of ways to show how you feel and think.

A Match each opening sentence with the letter of the reader it fits best.

- A** My classmates
- B** The museum director
- C** My best friend Kara

1. Thank you for taking us on a tour of the dinosaur room.
2. I had a super time at your house yesterday!
3. Let's have a class party at the end of the year.

B Write **S** for the sentence that shows a strong voice. Write **W** for the sentence that shows a weak voice.

4. This is the best video game I ever had!
5. I baked a cake.

C Complete one of these opening sentences. Then add sentences to write a paragraph about that topic. Use a voice that fits your topic and talks to your readers.

- I like swimming because _____.
- Winter is my favorite season because _____.
- Don't you think a _____ should be our class pet?



Word Choice

Choose your **words** carefully to add style to your writing. Use exact nouns, strong verbs, and exciting adjectives to make your work interesting, clear, and lively.

- The pet of my friend is nice. (wordy and dull)
- My friend's Siamese cat plopped onto my lap. (lively and exact)

Strategies for Choosing the Right Words

- Choose exact nouns. (*sandal* instead of *shoe*)
- Use strong verbs. (*clattered* instead of “made a noise”)
- Replace dull words such as *nice*, *bad*, and *thing* with clear words. (“My head felt achy and hot” instead of “My head felt bad”)
- Include words that use our senses. (“The lemonade made my mouth pucker” instead of “The lemonade was good”)
- Don't be wordy. (*because* instead of “the reason was because”)
- Make your sentences come alive. (“The icicle dripped onto my head” instead of “The icicle was melting”)

WORDS WITH LIFE

Make your writing come alive with words such as *pounded*, *crashed*, *sticky*, and *fuzzy*.

A Choose the more exact word in () to complete each sentence. Write each sentence.

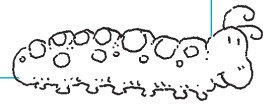
1. This caterpillar (moves, wiggles). **2.** It feels (nice, fuzzy) in my hand. **3.** It (goes, crawls) slowly up the tree. **4.** The caterpillar makes a soft (thing, cocoon). **5.** When it hatches, it is a (colorful, new) butterfly!

B Choose a word or words from the box to replace the underlined words. Write the sentences.

black
in the park

ladybug
crawled

tingly



- 6.** Kim and Akira jogged somewhere.
- 7.** Kim found a thing.
- 8.** It looked shiny and had some spots.
- 9.** It went up Kim's arm.
- 10.** That felt nice.

C Write a description of an insect or animal you have seen. Use exciting words to make your writing come alive.



Sentences

Good writers use different kinds of **sentences**. This gives the writing a rhythm and style. A mix of short and longer sentences lets your writing flow.

Here are some ways to improve your sentences.

- Use all types of sentences to add style to your writing.
- Don't use only short, choppy sentences. Longer sentences can help your writing sound smooth and clear.
- Use different beginnings. Too many sentences that begin with *I*, *she*, *the*, or *a* can be boring for the reader.
- Combine short sentences with connecting words such as *and*, *or*, or *but* to make them flow better.

Strategies for Improving Your Sentences

Use a checklist as you edit your writing.

Circle sentences that begin with *I*, *the*, or *a*.

Underline short, choppy sentences.

List the different kinds of sentences you used.

Do many sentences begin with the same word?

Did you use too many statements instead of other kinds of sentences? Are your sentences mostly short and choppy?

A Use the connecting word in () to join the two sentences. Add a comma and change a capital letter. Write the sentences. The first one is done for you.

1. We wanted to go out, but it was raining. (but)
2. My puppy barked. He wagged his tail. (and)
3. Should I read my book? Should I take a nap? (or)

B Rearrange the words in each sentence so it begins with the underlined words. Write the paragraph.

Example: I cleaned my room last weekend.

Answer: Last weekend I cleaned my room.

4. I like to rake the leaves in the fall. 5. I make a huge pile on weekends and dive in. 6. I don't mind raking them again later.

C Write a description of a chore you do often. Use different kinds of sentences. Begin each sentence with a different word. Use connecting words to join short, choppy sentences.



Conventions

Conventions are the rules for writing. Capital letters show where a sentence begins. A period, a question mark, or an exclamation mark shows the end of a sentence. A new paragraph is indented. Grammar and spelling follow patterns.

- jack plast the babe roben bak in the nest (weak conventions)
- Jack placed the baby robin back in the nest. (strong conventions)

Strategies for Conventions in Writing

- Start each sentence with a capital letter. Finish sentences with an end punctuation mark.
- Each sentence should tell a complete idea. Subjects and verbs should agree.
- Change verb tenses only when the time changes in your writing.
- Special names should be capitalized correctly.
- Follow the rules for commas and other punctuation marks.

PROOFREADING MARKS

 New paragraph

 Capital letter

 Lowercase letter

 Correct the spelling.

 Add something.

 Remove something.

A Choose the correct word in () to complete each sentence. Write the sentences.

1. Skiing (is, are) my favorite sport.
2. (Me, I) like to turn on the soft snow.
3. We (will go, went) skiing every weekend next year.
4. Last year (we, us) skied every day.

PROOFREADING

Look carefully for mistakes. Use a ruler to check each line. Read from the end to the beginning to find misspelled words.

B Each sentence has one mistake. Correct the mistake and write the paragraph.

5. my first boat ride was exciting! 6. We skimmed the watr as the motor roared. 7. The boat pulled my dad on water skis? 8. Do you like boating as much as I do.

C Write two sentences about one of the topics below. Follow the rules for capitalization, punctuation, grammar, and spelling. Trade papers with a partner and proofread.

- My favorite room in school
- A hero I would like to meet
- A movie I would like to see



Using a Scoring Rubric

When is a writer's work excellent? When is it good or not good? One way to judge a piece of writing is to use a scoring **rubric**. A rubric is a checklist of qualities, or things to look for. See pages 6–17 for a discussion of these qualities.

SCORE	IDEAS/CONTENT	ORGANIZATION	VOICE	WORD CHOICE	SENTENCES	CONVENTIONS
4	Clear, detailed ideas on topic	Ideas easy to follow	Lively writing shows writer's feeling	Interesting, clear word pictures	Smooth sentences	Good spelling, grammar, punctuation
3	Clear ideas on topic, with some details	Information given in some order	Sometimes lively, and shows writer's feeling	Good word pictures	Most sentences smooth	Few mistakes in spelling, grammar, punctuation
2	Ideas not always clear or on topic, with few details	Little direction	Sometimes dull, with no feeling	Dull word pictures	Dull or choppy sentences	Many mistakes in spelling, grammar, punctuation
1	Ideas not clear or on topic, with no details	No direction	Dull, with no feeling	Incorrect, dull, or overused words	Hard to understand, not complete, or choppy	Too many mistakes in spelling, grammar, punctuation

Writing Models

Following are four responses to a prompt. Read the responses and the notes below them to see how each piece got its score.

Writing Prompt: Pretend you are a story character. Tell about what happened to you.

I am Corn Maiden, and I made the best pottery and dresses ever! One day I fell in love with Deer Hunter, and we got married. We were so happy that I forgot to make pottery and dresses, and Deer Hunter didn't hunt. Soon a man changed us to stars. Now we twinkle to remind people to do their work.

Score 4

Ideas/Content Gives main information from story

Organization Uses order words *soon* and *now*

Voice Light voice suits character

Word Choice Exciting words (*pottery*, *twinkle*)

Sentences Smooth sentences and an exclamation

Conventions No mistakes

Corn Maiden and I got married. Soon I was not hunting enymore. A few days later a man came to me and said I was not doing my job. Then he said at night I will go up into the sky. When night came everyboddy was sleeping and I didn't know but I was a star in the sky shining bright.

Score 3

Ideas/Content Could include more story details

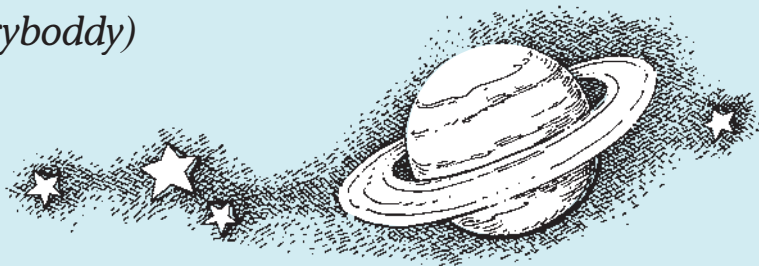
Organization Order words such as *soon* and *then* organize piece; has a beginning, middle, and end

Voice Suited to Deer Hunter

Word Choice "Shining bright" creates picture

Sentences Final sentence wordy and too long; other sentences clear

Conventions Some spelling errors
(*enymore*, *everyboddy*)



I am Deer hunter and I met a womin named Corn
maiden and we fell in love And we got married and
were stairs because we stopped working.

Score 2

Ideas/Content Gives only general events in the story; needs more detail

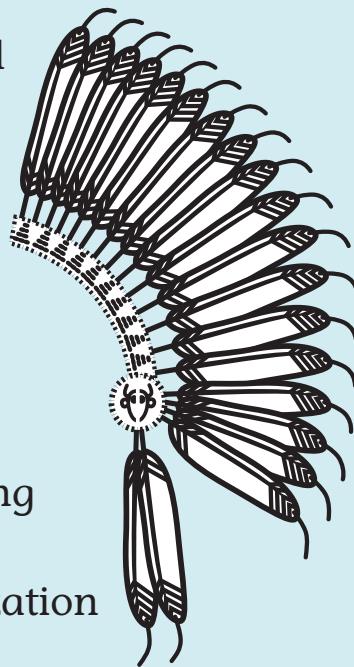
Organization Moves from beginning to end

Voice Does not let reader know how the writer/character feels

Word Choice Lacks lively words

Sentences Only one sentence strung together with connecting word *and*

Conventions Mistakes in capitalization (*Deer hunter, Corn maiden*); some misspellings (*womin, stairs*)



Everything in the villge was fine! Deer Hunter
was hunting deer. corn maiden was makeing
dresses and some pots. This is how many deer
I coul't. I coul't 3 deer and corn maiden made
six dresses and 8 pots so $8 + 6 = 14$.

Score 1

Ideas/Content Does not answer the prompt;
not written as a character

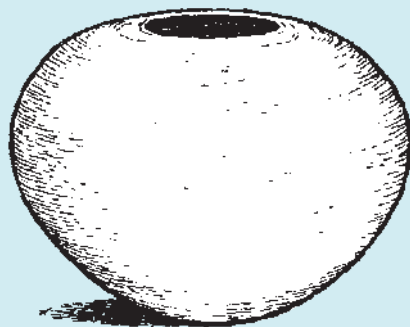
Organization No order words; ending off the topic

Voice No clear writer's voice

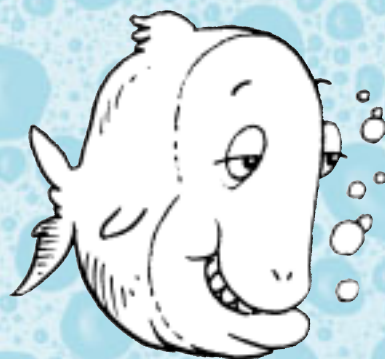
Word Choice Dull word choice

Sentences Some clear sentences

Conventions Capitalization mistakes (*corn
maiden*); misspellings (*villege, makeing, coul't*)



Grammar and Writing Lessons



Complete Sentences

.....

A **sentence** is a group of words that tells a complete idea.
The words are in an order that makes sense.
This is a sentence. It tells what the elephant does.

The elephant runs fast.

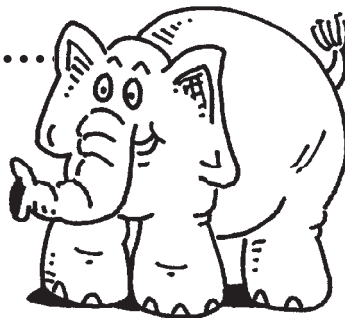
This is not a sentence. It does not tell what the elephant does.

The elephant.

.....

A Write the group of words in each pair that is a sentence.

1. One python.
One python sat on a log.
2. The children have fun at the zoo.
The children.
3. An elephant.
Did you see an elephant at the zoo?
4. Look at the two pythons.
Two pythons.
5. The python and the elephant.
The python and the elephant are big.
6. That elephant sprays water!
Sprays water.



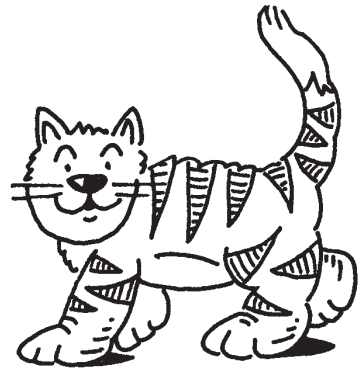
UNIT 1 GRAMMAR

B Put each group of words in order to make a sentence.
Write the sentences.

1. have can A spots. ladybug
2. bug A is pet. funny a
3. have I a bird. pet
4. seeds. eats It
5. and talk My sing. bird can

C Make each sentence tell a complete idea.
Write the sentences.

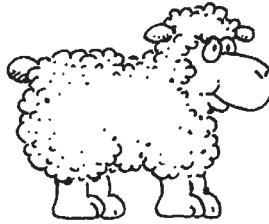
6. Two cats _____.
7. My pet _____.
8. This sheep _____.
9. That fish _____.
10. These pets _____.
11. _____ eat the grass.
12. _____ play in the field.



Review and Assess

Read each group of words. Write **Yes** if it is a sentence.
Write **No** if it is not a sentence.

1. We have cows on our farm.
2. This dog.
3. Four white sheep.
4. My cat runs fast.
5. These pigs eat a lot.



Write the letter of the words that complete each sentence.

6. A cow _____
- ☐ **A** brown spots.
 - ☐ **B** eats grass.
 - ☐ **C** cold milk.

7. My puppy _____
- ☐ **A** plays catch.
 - ☐ **B** really fast.
 - ☐ **C** loud woof.



8. The rabbit _____
- ☐ **A** very slow.
 - ☐ **B** hops away.
 - ☐ **C** big carrot.
9. This fish _____
- ☐ **A** fun.
 - ☐ **B** tall grass.
 - ☐ **C** swims fast.

Using Details in Sentences

You can write a story about you or about your family. Use sentences that have details and tell your feelings.

- My mom and I went to the zoo yesterday. We saw many wild animals. I was really excited.

A Add these detail sentences to this paragraph. Write the new paragraph.

I can't wait to go back to the zoo!
They snacked on bananas.
I liked their black stripes.



First we saw the tigers. **1.** _____. The monkeys were next. **2.** _____. Mom and I loved all the animals. **3.** _____.

B Write two sentences that add details to the paragraph. Write the new paragraph.

Dad said we could go to the park on Saturday. I made snacks to take with us. **4.** _____. We played catch. **5.** _____.

C Write a short story about something you did with your family. Tell what happened and how you felt.

Subjects

The **subject** of a sentence tells who or what does something.

Greg dropped the ball.

Greg is the subject of this sentence.

The ball rolled away.

The ball is the subject of this sentence.

A Write each sentence.
Then circle the subject.



1. Alex tasted the sour candy.
2. Bob ate chocolate ice cream.
3. Mom made chocolate chip cookies for dessert.
4. We mixed the batter with a spoon.
5. My mom made the cake for my birthday party.

Choose a subject for each sentence. Write the sentences.

6. _____ want to eat hot dogs. (Greg and Alex, Tasty)
7. _____ went shopping for food. (Enjoy, Mom)
8. _____ wore party hats. (Hungry, The children)
9. _____ washed the dishes. (My brother, Went)

UNIT 1 GRAMMAR

- B** Choose a subject from the box to complete each sentence. Write the sentences.

A kitten

My family

The dog

Our bird

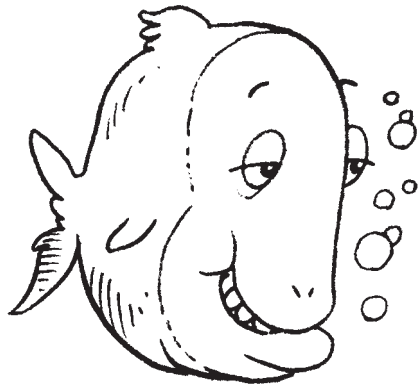
Two fish



1. _____ has many pets. 2. _____ purrs softly.
3. _____ swim in a bowl. 4. _____ lands on my finger.
5. _____ barks at the bird.

- C** Write a subject to complete each sentence. Make sure your sentence makes sense.

6. _____ plays with a ball.
7. _____ climbs a tree.
8. _____ flies into the cage.
9. _____ runs very fast.
10. _____ always feed the fish.



Review and Assess

Write each sentence. Then circle the subject.

1. My family surprised me yesterday. **2.** They gave me a birthday party. **3.** My mom baked the cake. **4.** My dad wrapped the presents. **5.** My dog wore a hat. **6.** We laughed at him.

Write the letter of the subject that completes each sentence.

7. _____ ate ice cream at the party.

- ☐ **A** Run
- ☐ **B** Play
- ☐ **C** Damon and Ashley

8. _____ made a wish and blew out the candles.

- ☐ **A** Watch
- ☐ **B** Damon
- ☐ **C** Put

9. _____ opened his presents.

- ☐ **A** He
- ☐ **B** Wrapped
- ☐ **C** Sang

10. _____ had a good time.

- ☐ **A** Play
- ☐ **B** Cutting
- ☐ **C** Everyone



Adding Details to Subjects

Tell your story about *you* with good details. Give your readers an exact picture.

- The baseball flew up.

The spinning blue baseball flew up.

A Write the sentence in each pair that has exact details.

1. Our batter hit a home run!
Our strongest batter hit a home run!
2. The winning team cheered.
The team cheered.
3. The coaches were so excited.
The proud coaches were so excited.



B Use words from the list below or your own words to complete the sentences. Write the sentences.

wonderful huge scratching striped

4. A _____ surprise was waiting for me. 5. On the kitchen table was a _____ box. 6. Some _____ noises came from the box. 7. A _____ kitten peeked out.

C Write about something special that you saw. Use details to paint a word picture for readers.

Predicates

.....
The **predicate** tells what the subject of a sentence does or is.
.....

Amanda **waters the flower.**

The flower **is purple and white.**

A Write each sentence.
Then underline the predicate.

1. Amanda gets the big shovel.
2. She digs a small hole.
3. Amanda puts the tiny seeds in the small hole.
4. Amanda and her brother water the seeds every day.
5. They wait for the flowers.
6. The flowers look so beautiful!



Read each subject. Choose the predicate that goes with it.
Write the complete sentence.

- | | |
|-----------------------|---------------------------------|
| 7. The sun | falls softly on the flowers. |
| 8. The rain | shines brightly on the flowers. |
| 9. The lovely flowers | pick the flowers for Mom. |
| 10. Amanda and Dale | grow all summer. |

UNIT 1 GRAMMAR

B Choose the predicate that completes each sentence.
Write the sentences.

1. Claire's office (really big, is busy).
2. She (answers the telephone, ringing phone).
3. Then Claire (very quickly, types a letter).
4. This woman (busy, works hard)!

C Use a predicate from the box to complete each sentence.
Write the sentences.

changes from green to red
holds up a stop sign
walk across the street safely
stop at the red light

5. A crossing guard _____.
6. The light _____.
7. Three cars _____.
8. Then we _____.



Review and Assess

Write each sentence. Underline the predicate.

1. My sister and I clean our room every Saturday.
2. We sweep the floor. 3. I make my bed. 4. She puts our toys away. 5. Our room is very neat!

Write the letter of the predicate that completes each sentence.

6. I _____.
○ **A** set the table
○ **B** hungry
○ **C** my friends
7. My family _____.
○ **A** phone
○ **B** eats dinner early
○ **C** computer and camera
8. Dad _____.
○ **A** cooked several
○ **B** spoon and fork
○ **C** cooked a special meal
9. His dinner _____.
○ **A** is delicious
○ **B** different
○ **C** glass of water



Adding Details to Predicates

Details in your story show the reader exactly what happened.

- Dad and I measured the sugar.

Dad and I **measured the brown sugar in a cup.**

A Write the sentence in each pair that has strong details.

1. I cut apples.

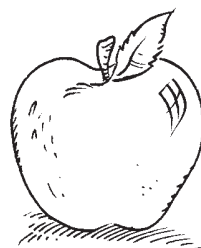
I cut red apples on a white plate.

2. I added grapes.

I added green grapes and melon.

3. Everyone liked the fruit salad.

Everyone liked the sweet fruit salad.



B Add details to improve these sentences. Use the words in the list below or words of your own. Write the sentences.

ice-cold fresh rainy bright

4. You can have a picnic on a _____ day.

5. Spread a _____ sheet or tablecloth on the floor.

6. Serve _____ lemonade and sandwiches. 7. Have _____ fruit for dessert.

C Write about a day when you had to do many chores. Add strong details to tell exactly what happened.

Statements and Questions

.....

A **statement** is a sentence that tells something. Begin a statement with a capital letter. End a statement with a **.**

The stream was very deep.

A **question** is a sentence that asks something. Begin a question with a capital letter. End a question with a **?**.

Are there fish in the stream?

.....

A Read each sentence. Write **S** if it is a statement and **Q** if it is a question.

1. The beaver is looking for a meal.
2. What does the beaver want to eat?
3. I think the beaver wants to eat a fish.

Write each sentence. Use a period at the end if the sentence is a statement. Use a question mark at the end if the sentence is a question.

4. Mom is cooking a chicken dinner
5. Do you like chicken
6. Chicken is my favorite meal



B Write the correct statement or question in each pair.

1. I wear a helmet for baseball.
i wear a helmet for baseball
2. Do you look before you cross the street?
do you look before you cross the street
3. Do you see the children.
Do you see the children?
4. Their team won the game.
their team won the game

C Read the poem. Write the sentences correctly.

5. seven sheep walk on the street
6. seven sheep begin to bleat
7. why do they cry
8. what have they seen
9. the traffic light is red, not green



Review and Assess

Write the sentences. Circle each statement.

Underline each question.

1. Do you like to ride your bike?
2. I ride mine every weekend.
3. I don't ride my bike in the street.
4. Do you wear your helmet?
5. I always wear a helmet.
6. Dad wears a helmet too.
7. Do you have a lock for your bike?
8. It is important to be safe.

Write the letter of the correct sentence in each group.

9. ☐ **A** my bike has two wheels
☐ **B** my bike has two wheels?
☐ **C** My bike has two wheels.
10. ☐ **A** Did you ride up that hill?
☐ **B** did you ride up that hill
☐ **C** did you ride up that hill?
11. ☐ **A** do you race each week?
☐ **B** do you race each week.
☐ **C** Do you race each week?



Using Statements and Questions

Different kinds of sentences make your writing more enjoyable for your audience.

- You do know that I like sheep.
- Do you know that I like sheep?

A Change each underlined statement to a question. Write the paragraph.

1. You have seen the sheep on our farm. **2.** They live in the barn, and we love to pet them. **3.** Sheep do make good farm pets. **4.** Yes, they sure do.

B Write a question about hiking to begin this paragraph. Write the paragraph.

5. _____ **6.** Last week we hiked in Green Trail Park. **7.** We crossed a deep stream. **8.** Everyone got wet, but we had fun anyway.

C Write a note to a friend about an activity you did with your family. Use different kinds of sentences to keep your readers interested.

Commands and Exclamations

A **command** tells someone to do something. Commands end with a **.**. The subject of a command is *you*.

Get the book, please.

An **exclamation** shows strong feeling. Exclamations end with an **!**.

What a great story that was!

A Write **C** if the sentence is a command. Write **E** if the sentence is an exclamation.

1. Take your backpacks.
2. Grab your jackets too.
3. Wow, we missed the bus!
4. How late we will be!



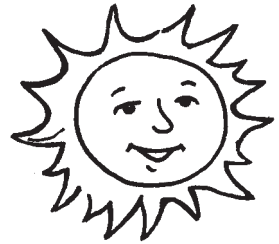
Write the sentences. Circle each command and underline each exclamation.

5. Rake the big pile of leaves.
6. What a big pile of leaves this is!
7. Jump into the pile of leaves with me.
8. I love jumping into a big pile of leaves!

UNIT 1 GRAMMAR

B Write each sentence in the poem. Use a capital letter and the correct end mark.

1. clean the house
2. sweep the floor
3. please remember to lock the door
4. hooray, we're done
5. hooray, let's play
6. how we all love this wonderful day



C Write each sentence correctly. Then write one exclamation about the surprise in the box.

7. how I love surprises
8. untie the colorful ribbon
9. shake the box gently
10. look inside the big box
11. How excited I am
12. What a _____!



Review and Assess

Write the letter. Circle each command.

Underline each exclamation.

Dear Justin,

1. What a great time I had at your house! 2. How I love to play soccer!
3. Come to my house after school tomorrow.
4. Call me tonight. 5. Let me know if you can come.

Your friend,
Dawn



Write the letter of the correct sentence in each group.

6. ☐ A Don't pick up the frog.
☐ B don't pick up the frog.
☐ C Don't pick up the frog
7. ☐ A hold the toad gently.
☐ B Hold the toad gently.
☐ C hold the toad gently
8. ☐ A How high that frog jumps
☐ B how high that frog jumps!
☐ C How high that frog jumps!



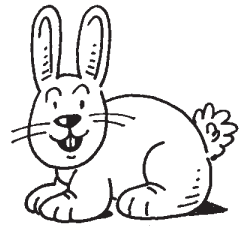
Using Commands and Exclamations

Let readers know your feelings in your story about you.

- Come to the zoo with us. What fun the zoo is!

A Write the sentence that shows strong feelings.

1. What a great children's zoo we have!
We have a children's zoo.
2. I held the bunnies.
It was exciting to hold the bunnies!
3. Don't miss seeing the new lion cubs.
You can see the new lion cubs.



B Change the underlined sentence to a command.
Then write an exclamation to end the paragraph.

4. I think you should visit the Branley Game Farm.
5. My family and I were amazed at all the animals.
6. The baby goats nibbled food from my hand.
7. That tickled my fingers!
8. I thought the deer were very gentle.
9. What _____

C Write a paragraph about something exciting you did or like to do. Tell your readers how you felt.

Writing a Story About Me



CLUE WORDS

Words and phrases such as *one day*, *now*, and *at last* tell when things happened.

.....
A **test** may ask you to write a story about yourself. It should have a beginning, middle, and end. Use clue words to show when things happened. Follow the tips below.
.....

Understand the prompt. Make sure you know what to do. Read the prompt carefully. A prompt for a story about yourself could look like this:

**Write about a time you were surprised.
Tell how you felt. Your story should have
a beginning, middle, and end.**

Key phrases are *you were surprised*, *how you felt*, and *beginning, middle, and end*.

Find a good topic. Choose something that you remember well. Make sure you can tell about the beginning, middle, and end of the story.

Organize your ideas.

You might make a list of details.
Then put them in order. Remember to tell how you felt.

My Birthday Surprise

Nobody talked to me.
Felt sad
Doorbell rang
Friends came for breakfast

UNIT 1 WRITING FOR TESTS

Write a good beginning. Tell the reader what you're writing about in your first sentence.

Develop and elaborate ideas. Use the details in your list to make complete sentences. Use words that show your feelings.

Write a strong ending. Finish your writing by telling how your special event ended.

Check your work. Make changes if you need to.

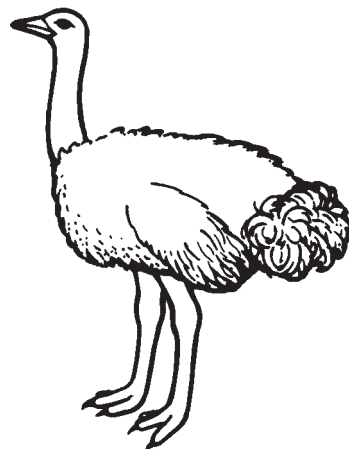
See how the personal story below follows the prompt. It shows the correct order of events. Details show what happened.

- 3 — One day, my family had a great surprise for me. — 1
When I woke up on my birthday morning, I went to the kitchen. My family was there, but nobody talked to me. — 2
3 — I felt awfully sad. Then the doorbell rang and rang. — 4
All my friends came to have breakfast with me!
My surprise party was the most fun I ever had! — 5

1. The first sentence organizes the entire piece.
2. The writer uses complete sentences to show ideas.
3. The writer tells how he or she felt.
4. Events are in order, and the clue word *then* is used.
5. This ending sentence wraps up the story.

A **boy** found an **egg** in the **yard**.
The egg hatched into a **robin**.

person thing place
animal



- 1.** Did you know that many animals lay eggs?
- 2.** Alligators make very large nests.
- 3.** An ostrich lays a huge egg!

- 4.** The (see, girl) saw some eggs.
- 5.** She found the eggs in a (pond, eat).
- 6.** In the (very, spring), the eggs hatched into tadpoles.
- 7.** Soon, (sing, frogs) will jump in the grass.

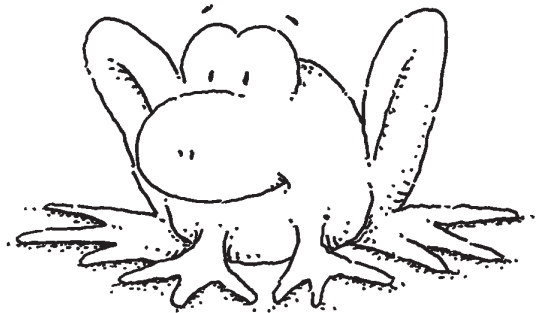
UNIT 2 GRAMMAR

B Write the noun in each sentence. Write **A** if it names an animal. Write **P** if it names a person.

1. The tiny frog peeps loudly.
2. My mother swims nearby.
3. Our dog swims there too.
4. Look at my brother dive!

C Complete each sentence with a noun. The word in () will tell what kind of noun to use. Write the sentences.

5. I found two fish in the _____. (place)
6. My _____ has frogs in a glass tank. (person)
7. We keep our _____ in the backyard. (thing)
8. Show that tadpole to my _____. (person)
9. The ducks made a nest in our _____. (place)
10. Look at that _____ in the water! (thing)



Review and Assess

Write the noun in each sentence.

1. I swim in the pond.
2. I have webbed feet.
3. My feathers are soft and white.
4. I am a duck.

Write the letter of the word that completes each sentence.

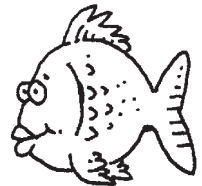
5. I take care of the _____ in my house.

- ☐ **A** pets
- ☐ **B** do
- ☐ **C** eat



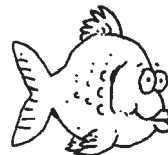
6. My _____ is to feed them.

- ☐ **A** run
- ☐ **B** job
- ☐ **C** clean



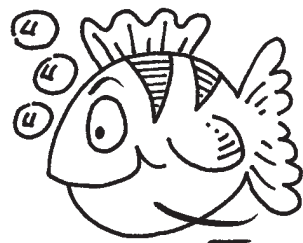
7. I feed the _____ special food.

- ☐ **A** leap
- ☐ **B** fish
- ☐ **C** teach



8. My dog likes to run in the _____.

- ☐ **A** happy
- ☐ **B** like
- ☐ **C** grass



- Animals paced in their places.
Lions paced in their cages.

- stripes chipmunks ears lawn fur

5. I saw a _____ outside my school yesterday.
6. Its _____ was pretty. 7. It made a sound like a _____.
8. Then it sat on a _____.

- ## Writing a Descriptive Paragraph Duckling/Duck

Proper Nouns

.....

Proper nouns are special names for people, animals, things, and places. They begin with capital letters. **Days of the week, months of the year, and holidays** also begin with capital letters. **Titles** for people begin with capital letters. Most titles end with a period.

.....

Dr. Roman lives in **Plainview**. He knows **Lisa Brant**. They work at **Lenox Hospital** on **Maple Street**.

A Write each sentence. Underline each proper noun. There may be more than one proper noun in each sentence.

1. I go to school in Portland, Maine.
2. Mrs. Ray is my science teacher.
3. Yesterday, Ida brought in some fireflies.
4. She named the biggest firefly Lightning.
5. The science fair is in April.
6. Donna and Shawn will go.



UNIT 2 GRAMMAR

B Write each proper noun correctly.

1. From far away, farris tower looks small.
2. It is the tallest building in johnstown.
3. You can see clark, the next town, from the top floor.
4. Our friend, miss okun, works there.
5. Does she live in bayville?
6. We met her last september.

C Correct the proper nouns in this note. Write the note.

7. Dear steve,

8. I went to the bailey science museum with Paul.

9. We went on sunday. 10. mrs. arnold, our neighbor, was there too! 11. Will you come next saturday?

12. Your cousin,
nira



Review and Assess

Correct each proper noun. Write the nouns.

1. Our teacher, mr. brown, showed us pictures of arizona.
2. One picture showed the city of tucson.
3. Do you know how high mt. lemmon is?
4. That cactus in the sonora desert is huge!

Write the letter of the words that complete each sentence.

5. That house is on _____.

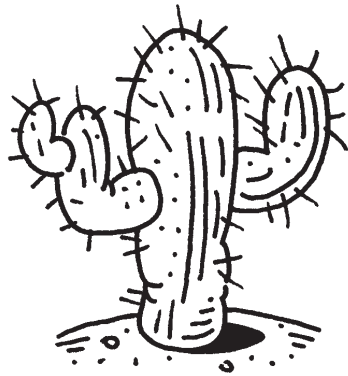
- ☐ A right Street
- ☐ B Right Street
- ☐ C Right street

6. Shawna lives in _____.

- ☐ A new york city
- ☐ B new York City
- ☐ C New York City

7. She loves to visit the _____.

- ☐ A whitney museum
- ☐ B Whitney Museum
- ☐ C whitney Museum



UNIT 2 FOCUS ON WRITING A DESCRIPTIVE PARAGRAPH

Using Proper Nouns in Descriptions

In your writing, use proper nouns to give your audience exact information about *who*, *what*, and *where*.

- My teacher saw a seal in the water.
- Ms. Soong saw Buddy in Boston Harbor.

A Finish each sentence with a proper noun from the list. Write the paragraph.

Sea Eagle *Atlantic Ocean* *Rockport, Maine*

1. Buddy swam out into the _____. **2.** He followed a ship named _____. **3.** Buddy swam to _____.

B Complete each sentence with a proper noun of your own.

- 4.** My friend's dog is named _____. (name)
5. He got the dog at the animal shelter on _____. (street)
6. Each _____ (day), the shelter has an animal parade.
7. Now _____ is teaching his dog tricks. (name)

C Write a postcard about a favorite place of yours. Use proper nouns to tell where you went and who was there.

One and More Than One

A **noun** names a person, place, animal, or thing. Many nouns add **-s** to mean more than one. Some nouns end in **s**, **ss**, **ch**, **sh**, or **x**. Add **-es** to these nouns to show more than one.

gerbil + **-s** = gerbils

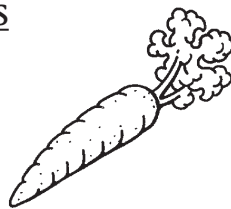
bus + **-es** = buses

bush + **-es** = bushes

beach + **-es** = beaches

box + **-es** = boxes

glass + **-es** = glasses



A

Write each noun. Write **O** if it names one.
Write **M** if it names more than one.

1. lunches

2. friend

3. wishes

4. dress

5. foxes

6. boys

Write each sentence. Underline each noun that names one. Circle each noun that names more than one.

7. A rabbit makes a good pet.

8. Rabbits like to eat apples.

9. Put a carrot in a small dish.

10. My rabbit wiggles his ears and nose.



UNIT 2 GRAMMAR

B Choose the correct noun in () that names more than one. Write the sentences.

1. My dad loves (surprisess, surprises).
2. He brought home two small (boxs, boxes).
3. There were two (gerbils, gerbiles) inside!
4. These were our new (petses, pets).
5. My sister and I take (turns, turnes) feeding them.
6. (Hamsters, Hamsteres) are fun too.
7. They like to run on (wheeles, wheels).

C Add **-s** or **-es** to the noun in (). Write the sentences.

8. The Country Mouse lived near two (bush).
9. The Town Mouse lived in a house with big (step).
10. Will the Country Mouse eat some (flower)?
11. The Town Mouse doesn't eat (sandwich)!
12. The Country Mouse hid from two big (fox).
13. The Town Mouse was safe under her wood (chip).



Review and Assess

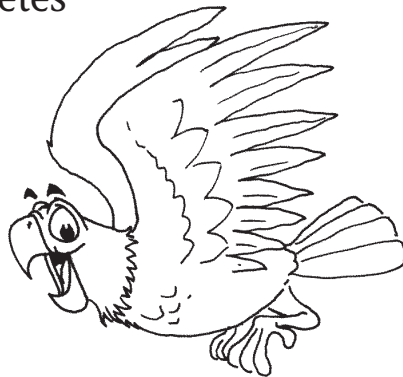
Add **-s** or **-es** to each noun. Write these nouns that name more than one.

- | | |
|----------|----------|
| 1. bus | 5. house |
| 2. lunch | 6. bench |
| 3. cage | 7. wish |
| 4. dish | 8. kiss |

Write the letter of the word that completes each sentence.

9. _____ are large birds.

- ☐ **A** Ostrichs
- ☐ **B** Ostrich
- ☐ **C** Ostriches



10. There were so many birds on those _____.

- ☐ **A** branches
- ☐ **B** branchs
- ☐ **C** branch

11. Many _____ have colorful feathers.

- ☐ **A** parrotes
- ☐ **B** parrots
- ☐ **C** parrot

12. There are many different kinds of _____.

- ☐ **A** birdes
- ☐ **B** bird
- ☐ **C** birds

UNIT 2 FOCUS ON WRITING A DESCRIPTIVE PARAGRAPH

Adding Details to Nouns

Add clear details to nouns to give your audience a vivid word picture.

- The lion scared the lizard.
- The **roaring** lion scared the **tiny** lizard.

A Choose the best detail in () for each underlined noun. Write the paragraph.

1. In my favorite story, a (yellow, best) lion caught a green lizard. **2.** But the kind lion set the (four, frightened) lizard free. **3.** Later, (two, one) hunters trapped the poor lion. **4.** The (four, brave) lizard chewed the ropes and freed the lion. **5.** Now the animals are (blue, good) friends.

B Add details of your own to each sentence. Write the sentences.

- 6.** We have _____ parakeets in our classroom.
- 7.** You should hear the _____ noises they make!
- 8.** They live together in a _____ cage.
- 9.** We feed them _____ seeds.

C Describe an animal's home. Use clear details to paint a good word picture.

Nouns That Change for More Than One

Some **nouns** change to a different word to make more than one.

One	More Than One
man	men
woman	women
child	children
foot	feet
tooth	teeth
goose	geese
mouse	mice



A Write the noun that means more than one.

1. My feet were so cold yesterday.
2. Other children tried to stay warm.
3. All my teeth were chattering in the cold wind.
4. Three women helped us.

UNIT 2 GRAMMAR

B Choose the correct noun in () to complete each sentence.

1. Geese have two (foots, feet).
2. Four small (mice, mouses) live in the barn wall.
3. Snakes have sharp (tooths, teeth) called fangs.
4. Two (men, mans) cared for the animals.

C Change the noun in () to mean more than one.
Write each sentence.

5. Are there two _____ in that barn? (goose)
6. Those _____ touched a bird. (child)
7. Adults have thirty-two _____. (tooth)
8. Some _____ fed the snakes. (woman)
9. I saw six _____ on the farm. (mouse)
10. Their _____ are tiny and pink. (foot)



Review and Assess

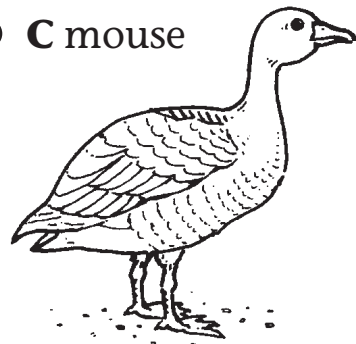
Choose the word in () that completes each sentence.

Write the sentences.

1. The lake near our house has many (goose, geese).
2. Can you see their (foot, feet) under the water?
3. Little (mouse, mice) live near the lake.
4. They nibble grass with their sharp (tooth, teeth).
5. (Child, Children) feed bread to the ducks.

Write the letter of the word that completes each sentence.

6. How many _____ were in the cage?
☐ **A** mouse
☐ **B** child
☐ **C** mice
7. Two _____ saw the mice racing on the wheel.
☐ **A** man ☐ **B** children ☐ **C** woman
8. Did you hear those _____ honking?
☐ **A** geese ☐ **B** man ☐ **C** mouse



UNIT 2 FOCUS ON WRITING A DESCRIPTIVE PARAGRAPH

Using Nouns Correctly in Descriptions

In descriptions, use correct nouns to tell about more than one. Add words to tell about these nouns.

- Two young men watched the flying geese.

A Change the noun in () to mean more than one. Then write an interesting closing sentence. Write the paragraph.

1. My family has three pet _____ (mouse). **2.** Our neighbor's _____ (child) like to hold them. **3.** One child tickles their pink _____ (foot). **4.** I point to their tiny _____ (tooth). **5.** _____

B Change the noun in () to mean more than one. Then use the words from the list or words of your own to describe each noun. Write the sentences.

three chilly silly

- 6.** I need warm socks for my _____ (foot).
7. How many _____ (child) fell in the snow?
8. Luckily, _____ (man) helped us out.

C Write a paragraph about farm animals such as sheep, geese, or mice. Add describing words to paint a picture.

Adding 's or ' to Nouns

.....

A noun can show who **owns** something. Add **'s** or **'** to show ownership.

The legs of the **insect** are long.

The **insect's** legs are long.

The **'s** shows that the legs belong to one insect.

Webs of **spiders** are sticky.

Spiders' webs are sticky.

The **'** shows that the webs belong to more than one spider.

.....

A Match the words that say the same thing in a different way.

- | | |
|-------------------------------|----------------------|
| 1. the tusks of the elephants | the hippo's ears |
| 2. the ears of the hippo | the monkeys' bananas |
| 3. the bananas of the monkeys | the elephants' tusks |

Add **'s** or **'** to each noun in (). Write the noun in the sentence.

4. A (tarantula) legs are very hairy.
5. That (tree) leaves have many insects.
6. The (webs) threads are very sticky.

UNIT 2 GRAMMAR

- B** Add **'s** or **'** to each noun in ().
Write each sentence.

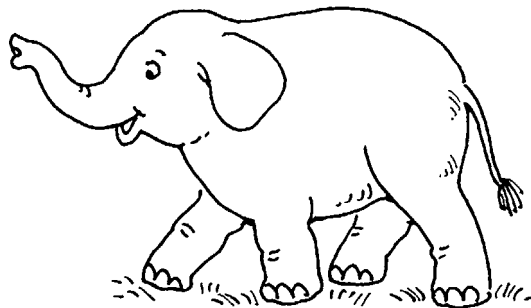


1. A (crab) house is its shell.
2. (Snails) shells are their houses too.
3. I know that some (crabs) claws are blue.
4. Some (frogs) feet are sticky.
5. An (eel) skin is slick and smooth.
6. A (turtle) eggs are buried in the sand.

- C** Use **'s** or **'** to write the underlined words in a different way.



7. Imagine seeing wild animals up close.
8. What would the ears of an elephant look like?
9. I'd love to hear the roar of a lion.
10. Maybe I'd see the colorful feathers of parrots.
11. The stripes of a tiger would be a beautiful sight.
12. I'd love to go on a safari.
13. Could I borrow the camera of my brother?



Review and Assess

Add **'s** or **'** to each noun in (). Write each sentence.

1. The (fleas) circus was coming to town.
2. The (ant) trumpet was ready.
3. That (bee) song sounded wonderful!
4. The (insects) cheers made everyone happy!



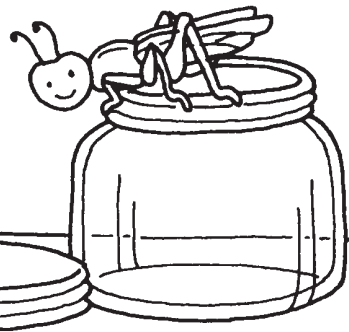
Write the letter of the word that completes each sentence.

5. An _____ wings flapped slowly.

- ☐ **A** eagle
- ☐ **B** eagle's
- ☐ **C** eagles's

6. That _____ screams were loud!

- ☐ **A** hawks
- ☐ **B** hawks's
- ☐ **C** hawk's



7. Did you enjoy the two _____ tricks?

- ☐ **A** clown's
- ☐ **B** clowns
- ☐ **C** clowns'

8. I enjoyed the _____ tricks most of all.

- ☐ **A** seal's
- ☐ **B** seals's
- ☐ **C** seals

Showing Ownership in Descriptions

Nouns that show ownership make your writing less wordy. They can also give your reader important information.

- The claws of the crab were blue.
The crab's claws were blue.

A Make these sentences less wordy. Use **'s** or **'** to write the underlined words in a different way.

1. Did you know that the house of a hermit crab is really a shell? **2.** When the size of the shell gets too small, the crab crawls into a bigger shell. **3.** I think legs of crabs make crabs look like giant insects!

B Add a possessive noun of your own to each sentence. Then write a closing sentence. Write the paragraph.

4. Have you seen a _____ wings up close?
5. The _____ colors are bright. **6.** The _____ rays make them shine. **7.** _____

C Describe an insect you have seen, such as a cricket or an ant. Make sure your sentences give your readers clear information.

Writing a Descriptive Paragraph



SENSE WORDS

Sense words tell how things look, sound, smell, taste, or feel.

A **test** may ask you to write a description. Add exciting words that make readers use their senses. Follow the tips below.

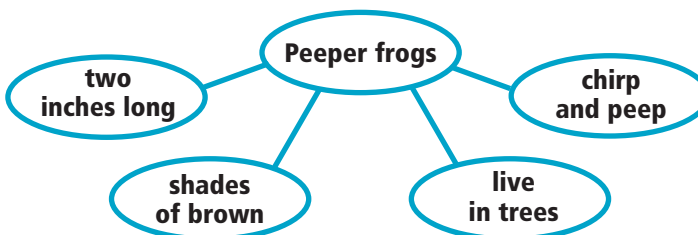
Understand the prompt. Make sure you know what to do. Read the prompt carefully. A prompt for a description could look like this:

Write a description of an animal that is special to you. Help readers use their senses to picture this animal.

Key words are *description*, *animal*, and *senses*.

Find a good topic. Choose an animal you know well. You might write about a zoo animal or a favorite pet.

Organize your ideas. You could make a description web on scratch paper. Your web might look like this:



UNIT 2 WRITING FOR TESTS

Write a good beginning. Catch your reader's attention with a strong opening sentence.

Develop and elaborate ideas. Use the ideas in your description web. Paint a word picture.

Write a strong ending. Try to make your ending interesting.

Check your work. Do you need to change any words?

See how the description below answers the prompt, has a strong beginning, middle, and end, and uses sense words.

- 1 — Peeper frogs are very interesting. A peeper frog
2 — is only about two inches long. Peepers live in trees and
come in different shades of brown. How did these frogs
get their name? It comes from the special peeping sound
3 — they make. Have you heard their chirps and peeps? The
next time you hear peeping on a spring night, go for a
walk. Try to find these little frogs. You'll be as excited as
I was when I saw my first peeper! — 4
5

1. The first sentence states the topic clearly.
2. Sense words help the reader “see” the animal.
3. This is an important detail.
4. Specific nouns add to the word picture.
5. The strong ending shows the writer's feelings.

Verbs

.....
A word that shows action is a **verb**.

The children **play** baseball.

The word **play** is a verb. It tells what the children do.
.....

A Write each sentence. Underline the verb.

1. Rashid throws the ball to Demi.
2. Demi catches the ball easily.
3. Anita holds the ball on the ground with her fingers.
4. Tanya kicks the ball hard and straight.
5. We score a goal!
6. Everyone cheers for us!
7. We play at the park every Saturday.

Read each sentence and then write the verb.

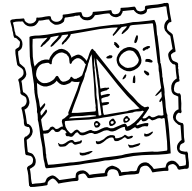
8. We perform in the talent show every year.
9. Jared plays his favorite song on the piano.
10. Arnold sings two songs with his cousin.
11. Jo tells the funniest jokes.
12. Everyone claps for us.



UNIT 3 GRAMMAR

B Complete each sentence with a verb in ().
Write the sentences.

1. My brother and I (go, play) to camp.
2. We always (swim, drive) in the lake.
3. I (sing, play) baseball on the camp team.
4. Andy (wears, sends) postcards to Mom and Dad.
5. I (write, like) to Mom and Dad every Saturday.



C Add a verb of your own to complete the sentences.
Write the sentences.

6. We all _____ birthday parties.
7. All the children _____ songs at the party.
8. We all _____ party hats too.
9. Everyone _____ presents to Ani.
10. Next, we _____ the cake.
11. Then Leon _____ his presents.



Review and Assess

Write the sentences. Then underline each verb.

- 1.** I open my birthday presents. **2.** My new baseball glove fits perfectly. **3.** Then I play ball with Antoine.
4. Wow, I hit the ball ten times! **5.** I love my presents!

Write the letter of the word that completes each sentence.

- 6.** My team _____ baseball every Saturday.

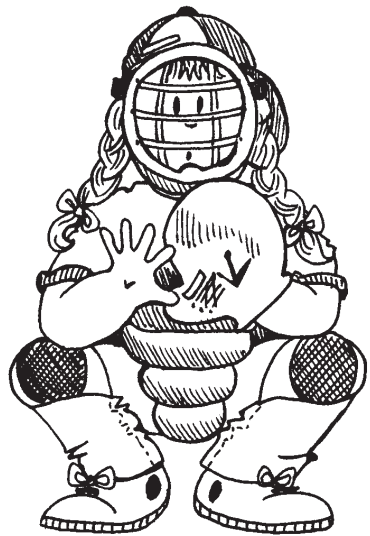
- ☐ **A** ball
- ☐ **B** plays
- ☐ **C** glove

- 7.** I _____ the ball to left field.

- ☐ **A** hit
- ☐ **B** baseball
- ☐ **C** cap

- 8.** Miranda _____ the ball to the next batter.

- ☐ **A** player
- ☐ **B** mitt
- ☐ **C** pitches



Adding Lively Verbs to Your Writing

When you write, make your reader want to know more. Lively verbs help your ideas come to life.

- Janna **went** for the ball. (lacks life)
- Janna **leaped** for the ball. (lively)

A Choose the lively verb in (). Write the sentences.

1. Jack (walked, tiptoed) in the hallway. 2. The giant (went, thundered) through the house. 3. Jack (went, squeezed) through a small crack. 4. The giant (pushed, crashed) against the door! 5. Jack and the giant (ate, munched) their lunch together.

B Choose a lively verb from the list below or use a verb of your own. Write each sentence.

hugged tossed sniffled raced

6. Jack and the giant _____ a ball to each other. 7. They _____ through the garden. 8. The giant _____ when Jack went home. 9. Jack _____ his good friend.

C Write a paragraph that compares and contrasts two sports. Use exciting verbs.

Verbs with One and More Than One

.....
Add **-s** to a verb to tell what one person, animal, or thing does. Do **not** add **-s** to a verb that tells what two or more people, animals, or things do.
.....

One child **eats** the muffins.

Two children **eat** the muffins.

A Choose a verb in () to complete the sentence.

1. The bakers (open, opens) the bakery very early.
2. One man (bake, bakes) the bread.
3. The other men (make, makes) the muffins.
4. Many people (buy, buys) the bread and muffins.
5. The bakers (sell, sells) everything in the bakery!

Make each verb in () complete the sentence correctly.
You may need to add **-s**.

6. Herman and Marta (make) a cake every week.
7. Marta (add) the eggs and water to the bowl.
8. Herman (stir) the batter.
9. Then Marta (pour) the batter into the pan.
10. The children (wait) for the cake to bake.

UNIT 3 GRAMMAR

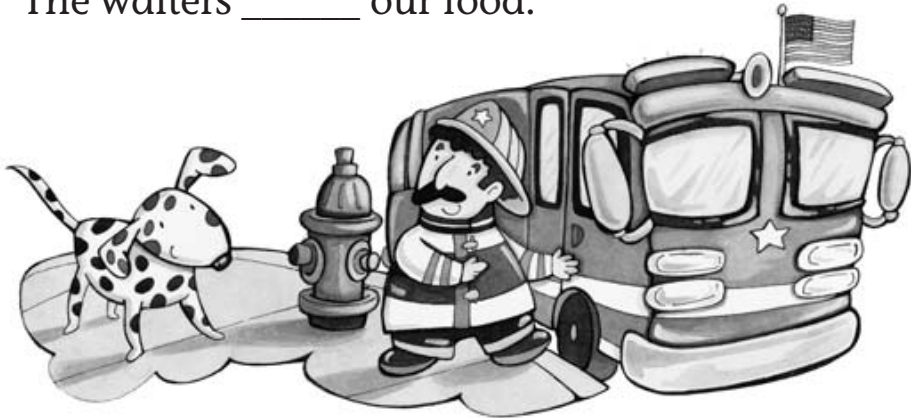
B Match each subject with the correct predicate.

- | | |
|----------------------|--------------------------------------|
| 1. Four firefighters | a. barks at the firefighters. |
| 2. A spotted dog | b. jump into the fire truck. |
| 3. One firefighter | c. makes a loud noise. |
| 4. The siren | d. holds the heavy hose. |

C Choose a verb from the box to complete each sentence. Add **-s** to the verb if the subject of the sentence is one person. Write the sentences.

bake wear serve tell build

5. A police officer _____ a badge on his hat.
6. Sam _____ delicious cookies in the bakery.
7. Those carpenters _____ new houses.
8. Our teacher _____ us about frogs and toads.
9. The waiters _____ our food.



Review and Assess

Complete each sentence with the correct verb in ().

Write the sentences.

1. Nick and Eva (play, plays) in the park every day.
2. My sister (climb, climbs) on the bars.
3. My brother (build, builds) castles in the sandbox.
4. Then the children (run, runs) around the track.

Write the letter of the verb that completes each sentence.

5. Terrence _____ the bus driver's job.

- ☐ A see
- ☐ B likes
- ☐ C want

6. The bus driver _____ the bus all over town.

- ☐ A grow
- ☐ B drives
- ☐ C work



7. Some people _____ the newspaper on the bus.

- ☐ A reads
- ☐ B plays
- ☐ C read

8. Two people _____ the bell.

- ☐ A ring
- ☐ B rings
- ☐ C drives

Replacing *Get* and *Go*

Using the same verb can be boring for your readers. Replace *get* and *go* with strong verbs that make your ideas clear.

- I **go** down the street. We **get** onto the bus.
- I **skip** down the street. We **step** onto the bus. (clearer)

A Choose the stronger verb in (). Write the sentences.

1. My sister and I (go, race) home from school at three o'clock. **2.** We (go, hurry) to the kitchen for a snack. **3.** Then, we (go, rush) outside to play.

B Replace *get* and *go* with a verb from the list. Then write a closing sentence. Write the paragraph.

climb

grab

rush

4. On rainy days, we get our art box. **5.** We go into the den and start to draw. **6.** At night, we go onto our bunk beds and listen to a story. **7.** _____

C Write a paragraph about something you like but a friend doesn't like. Compare and contrast your reasons. Use verbs that make your ideas clear.

Verbs for Present, Past, and Future

.....

Today the cat **plays** with the yarn.

The verb **plays** tells about now. It ends with **-s**.

Yesterday the cat **played** with the string.

The verb **played** tells about the past. It ends with **-ed**.

Tomorrow the cat **will play** with the yarn and the string.

The verb **will play** tells about the future. It begins with **will**.

.....

A Write the verb in each sentence.

1. Sandy will make many friends at camp this summer.
2. He tells his new friends funny jokes now.
3. His new friends laughed at his jokes yesterday.
4. They will laugh at his jokes all summer.

Write **N** if the verb tells about now. Write **P** if the verb tells about the past. Write **F** if the verb tells about the future.

5. Tom will play baseball with Derek after school.
6. Derek played baseball with his mom yesterday.
7. Derek shows Tom his curve ball now.

B Write the correct verb in () for each sentence.

1. Donna (enjoys, enjoyed) the circus now.
2. Two clowns (perform, will perform) tricks in an hour.
3. Donna (wants, wanted) to be a clown now.
4. Tai (want, wanted) to be a clown last year.
5. Tai (helped, will help) a clown last night at the circus.
6. The friends (will visit, visited) the circus again tomorrow.
7. The clown (will perform, performed) more tricks tomorrow.



C Add **-s**, **-ed**, or **will** to each verb in ().
Write the sentences.

8. Yesterday, I (mix) the cake batter.
9. Now Sue (add) the frosting.
10. Next week, we (make) cookies.
11. Later we (taste) all our delicious treats.
12. Jean (finish) the cupcakes last night.

Review and Assess

Write **N** if the verb tells about now. Write **P** if the verb tells about the past. Write **F** if the verb tells about the future.

1. Jan raced across the finish line yesterday.
2. She races with other runners today.
3. Tanya will give the prize to the runners.
4. Jan wins the biggest prize now.

Write the letter of the word or words that complete each sentence.

5. Dylan _____ soccer now.

- ☐ **A** played
- ☐ **B** play
- ☐ **C** plays



6. He _____ to the soccer game tomorrow.

- ☐ **A** go
- ☐ **B** will go
- ☐ **C** going

7. Now Dylan _____ a soccer ball for his birthday.

- ☐ **A** wanted
- ☐ **B** want
- ☐ **C** wants

8. Mom _____ Dylan his gift tomorrow.

- ☐ **A** giving
- ☐ **B** will give
- ☐ **C** gives

UNIT 3 FOCUS ON COMPARISON/CONTRAST

Using Correct Verbs in Your Writing

You can compare things that happened in the past with things that happen now. Use interesting verbs correctly to show when each event happened.

- Last night, Al jogged. Al swims now. Al will run Monday.

A Choose a verb from the list to complete each sentence. Use the correct form to tell when. Write the sentences.

win

crawl

race

cross

1. Rabbit and Tortoise _____ around the pond tomorrow. 2. Tortoise _____ slowly yesterday. 3. Even so, he _____ the finish line first! 4. Who _____ the race next time?

B Complete each sentence with words of your own. Use the correct form of interesting verbs to tell when.

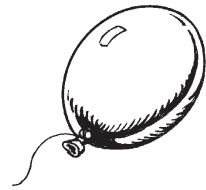
5. When I was in first grade, my class _____.
6. Now that I am in second grade, my class _____.
7. Next year, in third grade, we _____.

C Write an article that compares and contrasts. Tell about what you did when you were little and what you do now. Use interesting verbs.

More About Verbs

Use the correct verb in each sentence to show something happening now, in the past, or in the future.

Today my friends **play**. Yesterday my friends **played**.
 Tomorrow my friends **will play**.



A Write the verb in each sentence.

1. At the party yesterday, I counted all the balloons.
2. Two of them popped right in my face.
3. My family will celebrate my birthday next month.
4. All my friends will sing a song to me.
5. Josie just loves parties.

Write each verb that tells what happens now in one list.
 Write each verb that tells what happened in the past in
 a second list. Write each verb that tells what will happen
 in a third list.

pours	will show	will hurry
roamed	worked	plays
walked	looks	opened
turns	will whisper	will close

UNIT 3 GRAMMAR

B Choose the correct verb in (). Write each sentence.

1. Our New Year's Eve party (starts, started) right now.
2. Last year, my brother and I (stayed, stays) up late.
3. My brother (watched, will watched) the clock.
4. That night, we (will call, called) my grandmother at midnight.
5. Next year, my baby sister (will stay, stayed) awake too!

C Complete each sentence with a verb from the box.
Add **-s**, **-ed**, or **will** to each verb. Write each sentence.

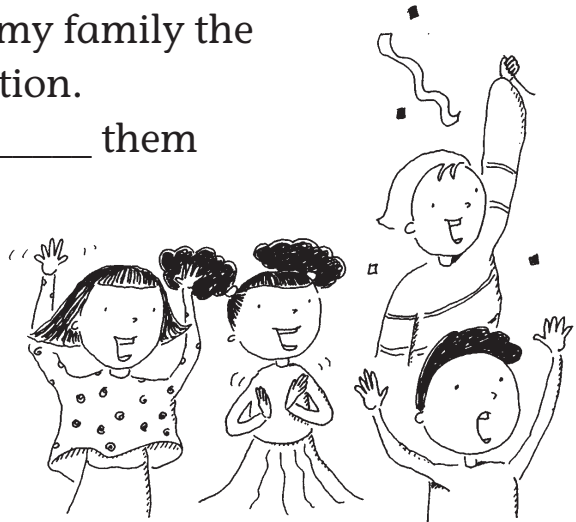
like

show

take

fix

6. The camera shop _____ my camera last year.
7. My camera _____ great pictures now.
8. Tomorrow, I _____ my family the pictures of our vacation.
9. I'm sure everyone _____ them tomorrow.



Review and Assess

Add **-s**, **ed**, or **will** to each word in (). Write the correct verb in each sentence.

1. My parents (look) so surprised last night!
2. Last week, we (ask) people to come to the party.
3. Mom (open) all their presents now.
4. My father and mother (write) thank-you notes tomorrow.

Write the letter of the verb that completes each sentence.

5. I _____ Amanda's surprise yesterday.

- ☐ A will enjoy
- ☐ B enjoyed
- ☐ C enjoys

6. She _____ me her puppy later.

- ☐ A showed
- ☐ B will show
- ☐ C show



7. Now Amanda _____ at its funny face.

- ☐ A laugh
- ☐ B laughed
- ☐ C laughs

8. She _____ her puppy tomorrow.

- ☐ A walked
- ☐ B walk
- ☐ C will walk

Showing Time with Verbs

Use correct forms of verbs to show time. You can also show time with words such as “last year,” “next year,” and *now*.

- Last year, I watched cartoons. Now my mom rents action movies for me. Next year, I will make my own movie!

A Write the correct form of the the verb in () to show time.

1. When I was three years old, Mom (cooks, cooked) my breakfast.
2. Now my brother (help, helps) her.
3. Next year, I (scramble, will scramble) the eggs myself.

B Write the correct form of the verb in (). Then write a closing sentence.

4. Last year, my class _____ (paint) many pictures.
5. Now my class _____ (care) for a garden.
6. Next year, we _____ (march) in the school band.

C Write a paragraph that compares and contrasts. Tell about the books you liked when you were younger and the books you read now. Use correct forms of verbs to show time.

Verb To Be

.....

The verbs **is**, **are**, **was**, **were**, and **will be** do not show action. They show what someone or something is or was.

These verbs are forms of the verb *to be*.

The verbs **is** and **are** tell about now.

Gail **is** in the classroom now.

Al and Jill **are** in the classroom now.

The verbs **was** and **were** tell about the past.

Yesterday I **was** in school.

Yesterday my friends **were** in school.

The verb **will be** tells about the future.

On Saturday I will be at the park.

Use **is** and **was** to tell about one person, place, or thing.

Use **are** and **were** to tell about more than one person, place, or thing.

.....



A Match the sentence parts. Write each sentence.

1. My fish pond

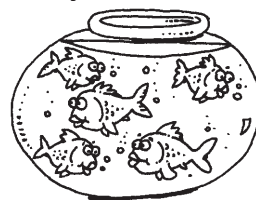
2. My three goldfish

3. Small frog eggs

a. will be big frogs soon.

b. were small last year.

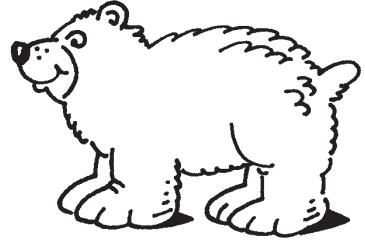
c. is in the back yard now.



UNIT 3 GRAMMAR

B Write the word in each sentence that is a form of the verb *to be*.

1. The baby bear was lost.
2. That mother bear was upset.
3. Two forest rangers were on the trail.
4. The rangers are with the baby bear.
5. Now the baby bear and the mother bear are happy.
6. That baby bear is fast asleep now.



C Write the word in each sentence that is a form of the verb *to be*. Write **N** if the verb tells about now. Write **P** if it tells about the past. Write **F** if it tells about the future.

7. Alligators are in a lake at the zoo.
8. These alligators were on the shore yesterday.
9. Tomorrow those alligators will be on television.
10. That alligator is under the water.



Review and Assess

Write the word in each sentence that is a form of the verb *to be*.

1. Mom and Millie were in the woods yesterday.
2. A bear cub was right next to them.
3. That bear cub is very big.

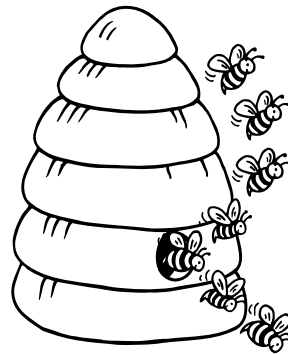
Write the letter of the verb that completes each sentence.

4. Yesterday a bear _____ really hungry.

- ☐ **A** was
- ☐ **B** is
- ☐ **C** were

5. Two beehives _____ in a nearby tree yesterday.

- ☐ **A** is
- ☐ **B** were
- ☐ **C** was



6. Right now, angry bees _____ by the empty hives.

- ☐ **A** is
- ☐ **B** was
- ☐ **C** are

7. Those bees _____ angry if the bear returns tomorrow!

- ☐ **A** are
- ☐ **B** were
- ☐ **C** will be

Choosing Verbs in Your Writing

When you write, remember to use the correct form of the verb *to be*. Add excitement by using action verbs also.

- My friends are happy. My friends giggled.

A Write the correct verb in the list for each sentence.

was will be is were

1. Now baseball _____ my favorite sport. **2.** Last week, all my friends _____ in the stands. **3.** Yesterday, only Mara _____ here. **4.** Tomorrow Dad _____ at the game.

B Change the underlined word or words to more exciting verbs. Use the verbs from the list or verbs of your own.

sparkles splashed jumps

6. A big, green frog is on my lap. **7.** Its wet skin is bright in the sunshine. **8.** The frog was in the pond this morning.

C Write a paragraph that compares and contrasts. Tell about how you looked as a baby and how you look now. Use verbs that add excitement.

Writing a Comparison/Contrast Paragraph

.....
A **test** may ask you to write a comparison/contrast paragraph. Use words that tell how things are the same and different. Follow the tips below.
.....



TIMED TESTS

Leave enough time to plan, write, and check your work.

Understand the prompt. Make sure you know what to do. Read the prompt carefully. A prompt that asks you to write a comparison/contrast paragraph could look like this:

Write about something you did in the past that you still do now. Tell how what you did has changed and how it has stayed the same.

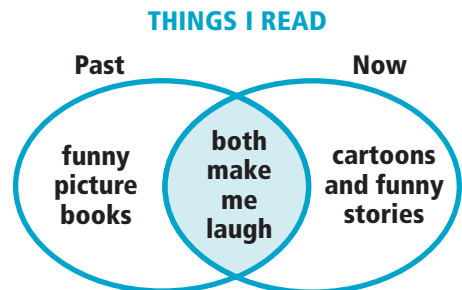
Key phrases are *did in the past* and *do now*.

Find a good topic. Think of things that you like to do. What details would interest your readers?

Organize your ideas. You could make a diagram on scratch paper.

Write a good beginning.

A good opening sentence will make your reader want to read more.



UNIT 3 WRITING FOR TESTS

Develop and elaborate ideas. Use the details from your diagram to talk about then and now.

Write a strong ending. Sum up what is the same and different.

Check your work. Make changes as needed.

See how the paragraph below tells how the topic is the same and different.

1 — I read different things today than I did when
I was younger. In the past, I looked at picture books
because I couldn't read words yet. I liked how the
pictures told a story. The funny pictures made me laugh.
2 —
4 — Now that I am older, I read the cartoons in the
newspaper. Cartoons always make me laugh. There are
some great magazines that I can read too. These have
funny stories. I still like to laugh when I read, but now
5 — I just read different things.

1. The first sentence states the main idea.
2. The writer tells the reader when something happened.
3. Verbs correctly tell when things happen.
4. Details paint a clear picture.
5. This ending tells how reading is the same and different.

Adjectives

Words for number, size, and shape are **adjectives**.

Four ballplayers cheered! A **small** player threw the ball. Conner touched the **square** bases as he ran.

A Write the sentences. Underline the adjective that tells number, size, or shape.

1. Hockey is played with one puck.
2. Round pucks slide easily on the ice.
3. The player has a long stick.
4. Two teams play against each other.
5. The Cougars won eight games in a row!

Choose an adjective in () to complete each sentence.

6. Our country sends (ice, one) team to the Olympics.
7. Sometimes, (go, three) skaters race to the goal.
8. The goalie stands in front of the (wide, hit) net.
9. A machine cleans the (stick, huge) ice rink.

UNIT 4 GRAMMAR

B Complete each sentence with an adjective from the list. Use the clue in () to help you. Write each sentence.

large four oval tall round

1. There are _____ children on my team. (size)
2. We run on an _____ track. (shape)
3. We practice _____ times a week. (number)
4. A _____ number is on each uniform. (size)
5. The coach has a _____ watch. (shape)

C Use an adjective of your own that shows number, size, or shape to finish each sentence.

6. The _____ clock on the wall kept the time.
7. Our team was winning by _____ points.
8. The _____ gym was packed with people.
9. _____ cheerleaders jumped up and down.
10. The _____ ball bounced loudly on the gym floor.



Review and Assess

Read each sentence. Write the adjective for number, size, or shape.

1. Carol asked me to catch three balls.
2. She dropped the ball four times.
3. Watch out for the round puddle!
4. The ball hit the puddle with a huge splash.
5. Let's play again with the large ball.

Write the letter of the adjective that completes each sentence.

6. _____ birds flew overhead.
☐ **A** Six
☐ **B** Fly
☐ **C** Slowly
7. _____ bird flew past the others.
☐ **A** Slow
☐ **B** One
☐ **C** Feathers
8. Two _____ men watched the birds.
☐ **A** tall ☐ **B** see ☐ **C** flew
9. The men took more birds out of a _____ cage.
☐ **A** square ☐ **B** look ☐ **C** was



Using Adjectives in How-to Writing

When you give instructions, make sure your steps are clear. Adjectives can help you do the job.

- You will need **two** sponges for this race.



A Choose an adjective to make each step clear. Write an opening sentence. Write the paragraph.

- _____
- Fill a _____ pail with water. (two, large)
- Give each team a _____ sponge. (three, square)
- Each team also needs a _____ pail. (small, one)
- Players take turns soaking the sponge in the _____ pail. (two, big)
- Then they squeeze the water into their _____ pails. (one, little)

B Add adjectives of your own that show number, size, or shape. Add a closing sentence. Write the paragraph.

- _____ teams had a puzzle race.
- Each team got a puzzle with _____ pieces.
- My team worked on a _____ puzzle.
- The other team worked on a _____ puzzle.
- _____

C Write an article that tells how to play your favorite game. Use adjectives to make your steps clear.

Adjectives and Our Senses

.....

An **adjective** describes a person, place, animal, or thing.
 An adjective can tell how something looks, sounds, tastes, feels, or smells.

.....

The **sour** lemonade needs sugar.

A Write each sentence. Circle the adjective.

1. We squeeze the yellow lemons.
2. The cold ice chills the juice.
3. I stir in the sweet sugar.
4. We drink the delicious lemonade!



Choose an adjective in () to complete each sentence. Write the sentences.

5. My mom made a (purple, sew) piñata.
6. She used (sticky, three) glue.
7. We filled the piñata with (slowly, hard) candy.
8. We made a (loud, three) sound when we hit the piñata.
9. (Colorful, Tall) candy fell out of the piñata.

UNIT 4 GRAMMAR

B Choose an adjective from the list that makes sense in each sentence. Write the sentences.

loud hot cold lumpy

1. I take the _____ milk out of the refrigerator.
2. Dad puts _____ batter on the cookie sheet.
3. The _____ timer rings in a while.
4. Mom holds the _____ cookie sheet carefully.

C Complete each sentence with an adjective of your own. Tell how something looks, sounds, tastes, feels, or smells.

5. Uncle Joe made a _____ cake for my birthday.
6. Did you see the _____ flowers on it?
7. We even had _____ party horns!
8. The _____ balloons popped when we hit them.
9. The pizza had a _____ smell.



Review and Assess

Write each sentence. Circle the adjective in each one.

1. We made bright crowns for my birthday.
2. My brother wore a blue hat instead.
3. Uncle Marc made us tasty sundaes.
4. Juicy cherries were on each one.

Write the letter of the word that completes each sentence.

5. My little sister has _____ shoes.

☐ A cry
☐ B tiny
☐ C sister

6. Her _____ crying wakes me up!

☐ A cry
☐ B mouth
☐ C noisy

7. Then I touch her _____ cheek.

☐ A soft ☐ B hat ☐ C shoes

8. She makes _____ giggles.

☐ A green ☐ B quiet ☐ C mouth



UNIT 4 FOCUS ON WRITING A HOW-TO ARTICLE

Using Sense Words in How-to Writing

Use sense words to tell the reader exactly how something sounds, looks, tastes, feels, or smells. Explain each step.

- I like **warm** French toast with **sweet** syrup.

- A** Complete each step. The words in () will tell you what kind of sense word to add from the list. Add a closing sentence. Write the paragraph.

soft

noisy

sweet

1. First, I cut some _____ peaches and strawberries. (taste) 2. Then I add a _____ banana. (feel) 3. Now, I mix the fruit with ice in the _____ blender. (sound) 4. _____

- B** Use a sense word of your own to complete each step. Write the sentences.

How to Make Cinnamon Toast

5. First, spread _____ butter on toasted bread.
6. Next, sprinkle on cinnamon and _____ sugar.
7. Finally, enjoy your _____ cinnamon toast.

- C** Write instructions for a snack you know how to make. Use sense words to make each step clear.

Writing with Adjectives

.....
An **adjective** describes a person, place, animal, or thing.
.....

My dad bakes a **cake**.

My dad bakes a **chocolate cake**.

The word **cake** is a noun. It names a thing.

The adjective **chocolate** tells more about the noun **cake**.

A Write each sentence. Circle the adjective that tells more about each underlined noun.

1. Tate made fresh bread.
2. He mixed the thick batter.
3. He put the round pans in the oven.
4. Later, he shared the tasty treat with Ray.
5. It is Ray's turn to clean the messy kitchen.
6. First, he puts the dirty dishes in the dishwasher.
7. After that, Ray wipes the long counter.
8. Finally, Ray looks at the clean kitchen.



UNIT 4 GRAMMAR

B Write each sentence. Draw one line under the adjective in each sentence. Circle the noun it tells more about.

1. I am standing in the cozy kitchen.
2. Can you smell the warm cookies?
3. Bob cuts the fluffy bread.
4. We will use the large plates.

C Choose the adjective in () that best completes the sentence. Write each sentence.

5. We played (noisy, cold) games at the party.
6. We all listened to the (fast, tasty) music.
7. When the (sour, loud) music stopped, we tried to sit.
8. It was hard to find an (empty, old) chair.
9. The (warm, last) person standing was out of the game.
10. We played the game for a (long, big) time.
11. We all clapped for the (ripe, happy) winner.



Review and Assess

Write the adjective that tells more about each underlined noun.

1. We went to a large supermarket yesterday.
2. I wanted to buy red apples.
3. Dayna asked Mom to buy crunchy crackers.
4. I pushed the heavy cart all by myself!

Write the letter of the adjective that best completes each sentence.

5. Bakers have _____ jobs.

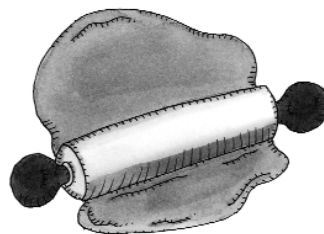
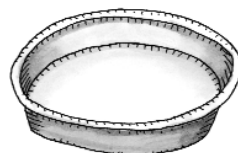
- ☐ A lumpy
- ☐ B great
- ☐ C cold

6. They make _____ treats for people to eat.

- ☐ A tasty
- ☐ B clean
- ☐ C tall

7. The baker uses _____ bowls.

- ☐ A fluffy
- ☐ B furry
- ☐ C round



Adding Details with Number Words

Number words are adjectives that add important details. They show your reader exactly what is needed in a how-to article.

- Now squeeze **four** oranges. Then fill **two** glasses with juice.

- A** Add a number word from the list to complete the underlined sentences. Then add a number word of your own to complete the last sentence.

one

six

- 1.** To play the game “May I,” have _____ friends stand next to each other. **2.** Then stand across the room.
3. Next, _____ friend asks to take some steps toward you.
4. If your friend doesn’t say “May I,” say “No!” **5.** After you are the leader _____ times, let another player lead.

- B** Write number words of your own to complete the sentences.

- 6.** To build a toy house, first choose _____ blocks.
7. Now form a square to make _____ walls. **8.** Then build the walls as high as you can. **9.** Last, add a roof.

- C** Write a paragraph that tells how to get ready for a party. Use some number words.

Adjectives That Compare

Add **-er** to an adjective to compare two persons, places, or things. Add **-est** to an adjective to compare three or more persons, places, or things.

fast

faster

fastest



A Write each adjective that compares.

1. The drum is louder than the trumpet.
2. That singer is the tallest person at the dance.
3. This is the toughest steak I have ever eaten!
4. Who was the loudest guest at the party?

Underline the adjectives that compare two things.

Circle the adjectives that compare more than two things.

5. The wedding cake is sweeter than my birthday cake.
6. My sister's dress was longest of all.
7. Who sang the nicest song of all?
8. That spotlight looks brighter than the sun.

B Write the word in () that best completes each sentence.

1. A barn is the (higher, highest) building on the farm.
2. The sheep is the (quieter, quietest) animal in the barn.
3. The rooster is the (proud, proudest) animal of all.
4. A bird sleeps in the (darker, darkest) spot in the barn.

C Add **-er** or **-est** to the word in () to complete each sentence. Write the sentences.

5. A kitten is _____ than a cat. (small)
6. A rooster is _____ than a chick. (old)
7. My horse is the _____ animal on our farm. (old)
8. That mouse is the _____ animal in the barn. (small)
9. In the winter, our barn is _____ than our house.
(cold)
10. The cow's tail is _____ than the horse's tail. (long)



Review and Assess

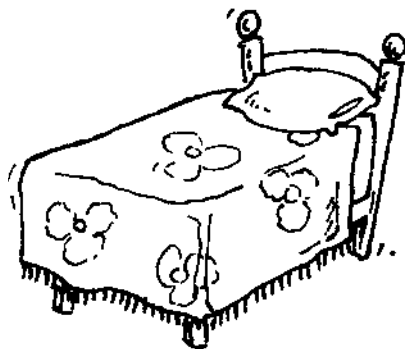
Write the word in () that best completes each sentence.

1. My cousin is (younger, youngest) than I am.
2. I can stay up (later, latest) than she can.
3. Her bed is (smaller, smallest) than my bed.
4. I am the (older, oldest) of all my cousins.

Write the letter of the adjective that best completes each sentence.

5. My bedroom is the _____ room in the whole house.

- ☐ A clean
- ☐ B cleaner
- ☐ C cleanest



6. The living room is _____ than the den.

- ☐ A brightest
- ☐ B brighter
- ☐ C bright

7. The tree on our lawn is _____ than our neighbor's tree.

- ☐ A taller
- ☐ B tall
- ☐ C tallest

Using Adjectives to Compare

Adjectives that compare are good tools to use in how-to writing. They give your reader a clear picture of what to do.

- Use the **thickest** yarn you can find.

- A** Add an adjective from the list to each sentence. Add a closing sentence of your own. Write the paragraph.

larger strongest smallest

1. Use the _____ ball you can find to play broom golf. **2.** Take a paper cup that is _____ than the ball and lay the cup on the floor. **3.** Now hold the broom with your _____ grip and tap the ball into the cup. **4.** _____

- B** Change the underlined adjectives to adjectives that compare. Then write a closing sentence.

5. Roll a large snowball for the bottom of the snowman. **6.** Then roll a small ball than the first one to be the middle. **7.** The small ball of all will be the head. **8.** Now use the round stones you can find to be the snowman's eyes. **9.** _____

- C** Write instructions for a game you like to play. Use adjectives that compare to give readers a clear picture.

Adverbs

.....

An **adverb** can tell more about a verb by showing **when**, **where**, or **how**.

The word **now** tells when:

The children are coming **now**.

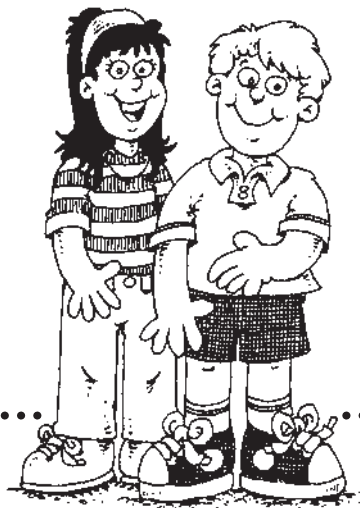
The word **outside** tells where:

They went **outside**.

The word **carefully** tells how:

We all listened **carefully**.

.....



A Write the adverb that tells more about each underlined verb.

1. We eat quickly at lunch time.
2. All the children race around.
3. We will play later.

Write **when**, **where**, or **how** to show what each underlined adverb tells.

4. Miri looks carefully for her toy.
5. Then she looks in her closet.
6. She finds her teddy bear there.

UNIT 4 GRAMMAR

B Choose an adverb in () to complete each sentence.
Write the sentences.

1. My whole family is ready (early, down).
2. We are going to Family Day at school (today, loudly).
3. I will read my journal (loudly, up) to the class.
4. Everyone will listen (down, quietly).
5. We will have snacks (up, outside).



C Choose an adverb from the list or one of your own to complete each sentence.
Write the sentences.

now	soon	today
outside	carefully	neatly

6. I took my stuffed animals _____.
7. Rick will come over _____ to play with them.
8. We always play with them _____.
9. When lunch is ready, we put them away _____.
10. Is it time for Rick to go home _____?
11. _____ I will put away my animals.

Review and Assess

Write each sentence. Circle each adverb. Write if it tells **when**, **where**, or **how**.

1. I am going to leave early.
2. I will dress quickly.
3. Then my brother and I will walk to school.
4. We see the science fair outside in the schoolyard.

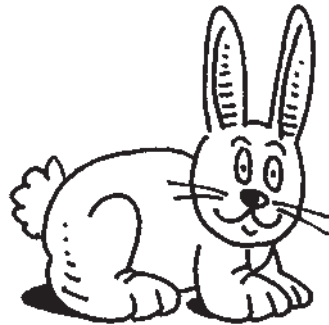
Write the letter of the adverb that completes each sentence.

5. When I looked _____, I saw a rabbit.

- ☐ A neatly
- ☐ B softly
- ☐ C up

6. The rabbit hopped away _____.

- ☐ A down
- ☐ B in
- ☐ C slowly



7. _____ it stops and munches a carrot.

- ☐ A Now
- ☐ B In
- ☐ C Up

UNIT 4 FOCUS ON WRITING A HOW-TO ARTICLE

Using Adverbs in How-to Writing

Instructions tell the reader how and when to do steps.

Adverbs can give important information.

A Choose the adverb in () to make each step clear.
Then write a closing sentence.

1. This is a good way to find something (in, quickly).
2. (Carefully, Up) write a list of all the places to look.
3. (In, Then) look in each place and check it off the list.
4. Remember to look (today, everywhere) on your list.
5. _____

B Write the sentences in the correct order. Add an adverb from the list to each sentence.

clearly today neatly someplace

6. Then write about things that happened _____.
7. First, write a date _____ at the top of the page.
8. Last, draw decorations _____ on the page.
9. Next, _____ write "Dear Diary."

C Write a how-to paragraph. Explain how to make a book or a poster. Use adverbs to make each step clear.

Writing a How-to Article

.....
A **test** may ask you to write a how-to article. Be sure to include all the steps. Use order words such as *first* and *then*.
.....



DESCRIBING WORDS

Strong adjectives and adverbs give your readers an exact picture of each step.

Understand the prompt. Be sure you know what to do. Read the prompt again. A prompt for a how-to article could look like this:

Write directions for a craft project you do in school.

Key words and phrases are *directions* and *craft project*.

Find a good topic. Choose something that you know how to do well. Give clear directions and list each step.

Organize your ideas. List your steps and put them in order.

Making a Journal	
1. You need two pieces of cardboard and some paper.	3. Put the paper between the cardboard.
2. Punch three holes in each piece.	4. Tie the pieces together and decorate the cover.

Write a good beginning. Explain what you are writing about in your first sentence. Tell the readers what they will be doing.

UNIT 4 WRITING FOR TESTS

Develop and elaborate ideas. Add details so readers know exactly what to do.

Write a strong ending. Finish by telling readers what you think of this project.

Check your work. Read your article. Make any changes.

See how the how-to article below follows the prompt. It has details and shows the steps in the correct order.

Did you know that you can make your own journal?

You will need two pieces of cardboard and some sheets of blank paper. First, carefully punch three holes in each piece of cardboard and paper. Then slide the paper between the cardboard pieces. Last, tie all the pieces together tightly and decorate the cover. This is a wonderful place to write all your ideas.

1

2

3

4

5

1. The first sentence gives the reader the main idea.
2. The materials are shown clearly.
3. Order words tell when to do each step.
4. Adjectives and adverbs give important information.
5. The closing sentence wraps up the ideas in the article.

Pronouns

A **pronoun** is a word that takes the place of a noun or nouns. The words **he**, **she**, **it**, **we**, and **they** are pronouns.

- **Joan** is Tom's neighbor. **She** is Tom's neighbor. **She** takes the place of the noun **Joan**.
- **Miri and I** are friends. **We** are friends. **We** takes the place of **Miri and I**.



A Write each sentence. Circle each pronoun.

1. She wants to be a dentist some day.
2. He wants to be a dentist too.
3. They will learn how to fix people's teeth.
4. A dentist's job is exciting, but it is hard work.

Write the pronoun that can take the place of each noun or nouns. Use **he**, **she**, **it**, **we**, or **they**.

- | | |
|------------------------|---------------------|
| 5. Mrs. Henry _____ | 9. the books _____ |
| 6. Mr. James _____ | 10. the plane _____ |
| 7. Doreen and I _____ | 11. Bob _____ |
| 8. Sandy and Ann _____ | 12. my chair _____ |

B Write the pronoun in () that replaces the underlined words.

1. Jason and I deliver newspapers, and the newspapers are heavy! (they, it)
2. Jason and I deliver the papers to our neighbors. (She, We)
3. Our neighbors enjoy reading the morning paper. (They, It)
4. Jason is saving money to go to space camp. (We, He)
5. Space camp begins in June and ends in August. (It, He)

C Write **He, She, It, We,** or **They** to complete the sentences.

6. Uncle Don is an astronaut. 7. _____ flies special missions to the space station. 8. My sister and I want to be astronauts too. 9. _____ want to pilot a spaceship. 10. _____ will take off and carry us into space. 11. _____ and I told our parents about our plans. 12. _____ think the plans are great!



Review and Assess

Write the pronoun in each sentence.

1. What do Amy and Bill want to be when they are older?
2. They want to be music teachers.
3. Last week, we listened to Amy play.
4. She plays the piano better than the other students.
5. Bill said that he practices the piano every day.

Write the letter of the pronoun that replaces the underlined word or words.

6. Jerry wants to be an Olympic athlete some day.
☐ **A** He
☐ **B** We
☐ **C** They
7. Jerry and Pablo arrive at the pool very early.
☐ **A** They ☐ **B** She ☐ **C** He
8. He dives into the pool and swims across the pool.
☐ **A** we ☐ **B** it ☐ **C** they



Making Writing Less Wordy

You can use pronouns to make sentences less wordy.

- **Norma and Tanya** work in a hospital after school.
They volunteer at the hospital.

A Use these pronouns to replace the underlined words in the sentence pairs: **she, they, it**. Write the paragraph.

1. Tom and Tara like their town library. Tom and Tara go there every Saturday. **2.** Tom takes out books about airplanes. Tom would like to fly an airplane one day. **3.** Tara likes craft magazines. Craft magazines have great projects that Tara can make.

B Change the repeated words to pronouns. Write the paragraph.

4. Tom and Tara take flying lessons. Soon Tom and Tara will fly by themselves. **5.** The plane is big, but learning how to fly the plane is easy. **6.** When Tom is older, Tom wants to fly jets. **7.** Tara is proud of her brother, and Tara wants to be his first passenger.

C Write a short report about your favorite way to travel. Use pronouns to make your writing less wordy.

Pronouns for One and More Than One

.....
He, she, and it are pronouns that name only one.

We and **they** are pronouns that name more than one.

She makes lunch for Sam and Dan. **They** are very hungry.

A Write the sentences. Circle the pronouns that show one.
 Underline the pronouns that show more than one.

1. We get up every morning at seven o'clock.
2. It is really early for Alain.
3. He doesn't like to get up early.
4. Kim says she would rather sleep late too.
5. They always set the alarm clock.



Write each sentence. Replace the underlined words with a pronoun in ().

6. After dinner Gail and Chris clean the kitchen.
 (she, they)
7. Did Uncle Tim take out the garbage? (he, we)
8. Dad and I wash the glasses until they sparkle!
 (He, We)
9. My sister sweeps the kitchen floor. (She, They)

UNIT 5 GRAMMAR

B Write the pronouns from the list that match the words in ().

She We He They It

1. (My mom and dad) kept some old toys.
2. (Josef) put his toys on a shelf.
3. (My brother and I) keep toys in a bin.
4. (This room) doesn't stay clean very long!
5. (Angelina) cleans her room every Saturday.

C Write the pronoun that takes the place of the underlined word or words.

6. Dan went on a very special vacation.
_____ traveled to a forest in Canada.
7. He and his family lived in a cabin for a week.
_____ listened to the birds chirping outside.
8. The cabin had only one room.
_____ was very warm and cozy.
9. Maria planted crops with her dad.
_____ will go back next year.



Review and Assess

Write each sentence. Circle each pronoun that shows one.
Underline each pronoun that shows more than one.

1. She always cleans the room on Sunday.
2. It gets messy during the week.
3. We put the skates in the garage.
4. Now they can play outside.

Write the letter of the pronoun that can take the place of the underlined word or words.

5. Will Adam and Gail go camping this summer?

- ☐ A he
- ☐ B they
- ☐ C it

6. The tent will be really big.

- ☐ A It
- ☐ B We
- ☐ C She

7. Adam will sleep in a sleeping bag.

- ☐ A She
- ☐ B They
- ☐ C He

8. Gail will ask everyone to hike up the mountain.

- ☐ A They
- ☐ B He
- ☐ C She



Using Pronouns Wisely

Make sure that your pronouns are clear for your reader. In some cases, it is better to use a noun.

- **Not clear:** Sara called Amy. She talked about work.
- **Clear:** Sara called Amy. Amy talked about work.

A Choose the word or words that will make each sentence clear. Write the sentence.

1. My grandparents did not have video games.
(They, Video games) didn't exist at all!
2. Grandpa used to play chess with his father.
Very soon, (he, Grandpa) became an excellent player.

B Replace each underlined word with a word of your own to make the sentence clear. Then add a closing sentence. Write the paragraph.

3. Leah's great-grandmother, Uta, rode a horse to school. It was very small. 4. The teacher, Mrs. Hannon, taught Uta how to add and subtract. She was very good at math! 5. _____.

C Write about an invention and how life would be different without it. Use pronouns correctly.

Different Kinds of Pronouns

.....

The pronouns **I, he, she, we,** and **they** are used as subjects of sentences. The pronouns **me, him, her, us,** and **them** are used after action verbs. The pronouns **you** and **it** can be used anywhere in a sentence.

.....

She rides the ferry. **It** takes **her** to work.
Will **you** ride too?

A Write the pronouns. Circle the pronouns that can be used as subjects. Underline the pronouns that can be used after action verbs.

1. I 2. them 3. he 4. us 5. she 6. her 7. him
8. me 9. we 10. they

B Match the underlined words to a pronoun.

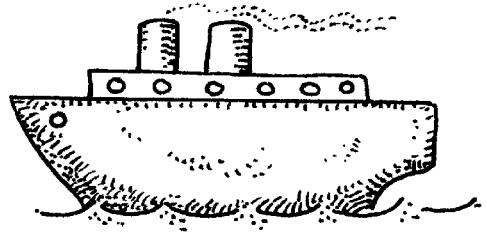
- | | |
|--|----------------|
| 11. <u>My brother and I</u> went on a boat. | a. us |
| 12. <u>My brother</u> didn't like it at all! | b. They |
| 13. The water splashed <u>my brother and me.</u> | c. them |
| 14. <u>My parents</u> were waiting for us. | d. We |
| 15. We told <u>my parents</u> about our trip. | e. He |

UNIT 5 GRAMMAR

B Choose the pronoun in () that best completes each sentence. Write the sentences.

1. _____ like going to the beach. (You, Us)
2. _____ see the boats in the ocean every summer.
(Her, We)
3. One captain showed _____ some flags. (we, us)
4. Trey showed _____ the sand castle. (her, she)
5. _____ tooted her horn as the boat sailed away.
(She, Them)

C Choose a pronoun from the list to take the place of the underlined words. Write the pronouns.



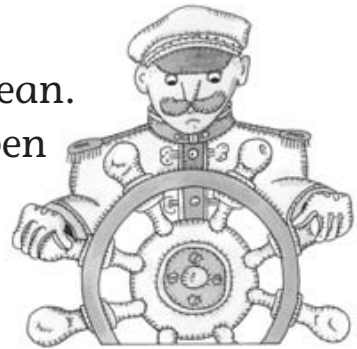
it us they

6. My sister and I want to buy a model boat.
The store owner showed my sister and I a model.
7. We gave the model boat to our parents.
My parents put the model boat on a shelf.
8. My parents loved the model boat.
They show the model boat to everyone!

Review and Assess

Choose the pronoun in () that correctly completes each sentence. Write the sentences.

1. The ferry boat carries (they, them).
2. (He, His) pilots the boat carefully.
3. The waves rock (they, them) on the ocean.
4. I called (he, him), and he helped us open the door.



Write the letter of the pronoun that can replace the underlined word or words.

5. The ropes were soaked when it rained.
☐ **A** They
☐ **B** Them
☐ **C** I
6. The captain showed my brother and me the control room.
☐ **A** I
☐ **B** us
☐ **C** he
7. My sister and I listened to the hum of the engines.
☐ **A** Her ☐ **B** We ☐ **C** Them

Making Sentences Smoother

You can use pronouns to make sentences smoother.

- When Joe and I went to camp, Joe and I swam in the bay.
- When Joe and I went to camp, we swam in the bay.

A Make the paragraph flow better by replacing the underlined words with a pronoun. Write the sentences.

1. The canoe rocked as we pushed the canoe into the water. **2.** I handed the paddles to Joe. He placed the paddles in the canoe. **3.** My uncle asked us for a life jacket. We gave my uncle a large one.

B Add an opening sentence to the paragraph. Then change the underlined words to the pronouns **it**, **we**, or **us**.

4. _____ **5.** Rex and I laughed when water splashed Rex and me. **6.** Rex and I didn't mind, though. **7.** The cool water felt great!

C Write about something that you would like to do or see on a boat trip. Use pronouns correctly to make your writing clear and smooth.

Writing with Pronouns

A **pronoun** takes the place of a noun or nouns. When you use pronouns, you don't need to use the same noun over and over.

Jake saw **jellyfish** at the beach.
He said **they** looked squishy.



A Choose the pronoun in () that replaces the underlined word or words. Write the sentences.

- Jake saw a small octopus in a shell.
 He showed the small octopus to his mom. (them, it)
- His mom said it was a dwarf octopus.
His mom knows about many sea creatures. (She, Her)
- Jake ran to tell Joellen.
 He told Joellen to look at the octopus. (she, her)

Choose the correct pronoun in () to finish the sentences.
 Write the sentences.

- (You, Us) should look for an octopus on dark days.
- (They, them) use stones to protect their dens.
- I handed (she, her) a pink shell.
- (We, Us) were at Sea Aquarium all day.

UNIT 5 GRAMMAR

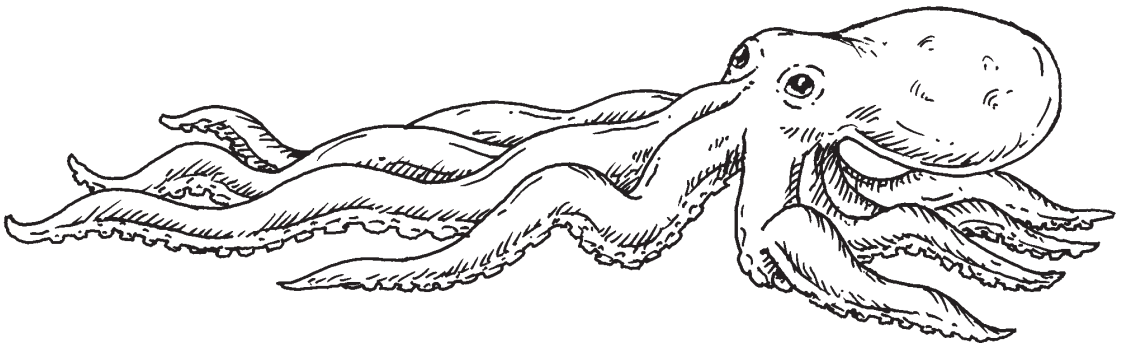
B Write the pronoun in the second sentence that replaces the underlined word or words in the first sentence.

1. Sea stars have five arms. I watched them swim.
2. Jake saw a pink sea star. He was at the aquarium.
3. Sea stars can move! They move in all directions.
4. Jake and I picked up a sea star. It was really stiff!

C Use a pronoun from the list to write the answer to each question.

they them she it he her

5. Was Dan at the aquarium yesterday? Yes, _____ was.
6. Did he ask Amy to join him? Yes, he asked _____.
7. Was the octopus fifteen feet long? Yes, _____ was.
8. Did his sister see the octopus too? Yes, _____ did.
9. Did he see the sea stars? Yes, he saw _____.
10. Did Dan and Amy see the octopus? Yes, _____ did.



Review and Assess

Write the pronoun in the second sentence that replaces the underlined word or words in the first sentence.

1. Do dolphins really talk? Some people think they do.
2. Dolphins make clicking noises. We heard them.
3. One dolphin swam up to Emma and me. It splashed us!

Write the letter of the pronoun that completes each sentence.

4. _____ wrote a report about whales.

- ☐ A He
- ☐ B Them
- ☐ C Us



5. _____ sing whale songs that are beautiful.

- ☐ A Him
- ☐ B Us
- ☐ C They

6. I asked _____ what whales like to eat.

- ☐ A I
- ☐ B we
- ☐ C him

7. He told _____ whales eat fish.

- ☐ A I
- ☐ B she
- ☐ C me

Combining Sentences with Pronouns

You can combine sentences with pronouns. This will help your writing flow smoothly.

- You play soccer. I play soccer. **We** play soccer.
- Mr. Han gives the test to Ric. Mr. Han gives the test to Lon. Mr. Han gives the test to **them**.

A Use the pronoun **we**, **us**, or **they** to combine each pair of sentences. Write the new sentences.

1. Pia wrote a report about seals. Tim wrote a report about seals.
2. They read the report to Paul. They read the report to me.
3. Paul edited the report. I edited the report.

B Use a pronoun to combine the underlined sentences. Add a closing sentence. Write the paragraph.

4. We read about fish and squid. 5. The fish live in the polar seas. The squid live in the polar seas. 6. Sal watched the walruses eat. I watched walruses eat. 7. _____

C Write a short report about your favorite sea creature. Use pronouns correctly.

Contractions

A **contraction** is a short way to put two words together. An apostrophe ' takes the place of one or more letters. Contractions can be formed by combining a pronoun and another word, such as *will* or *is*.

She will look at the footprints.

She'll look at the footprints.

Many contractions are formed with verbs and the word **not**.

Roy **does not** want dessert. Roy **doesn't** want dessert.

A Match the words in the first column with a contraction in the second column. Write the words.

- | | |
|-------------|--------|
| 1. is not | she's |
| 2. she is | you'll |
| 3. you will | isn't |



Write each sentence.

Underline each contraction.

4. We'll be digging for fossils this afternoon.
5. I hope it isn't too hot by the cave.
6. Wouldn't it be smart to take extra water?

UNIT 5 GRAMMAR

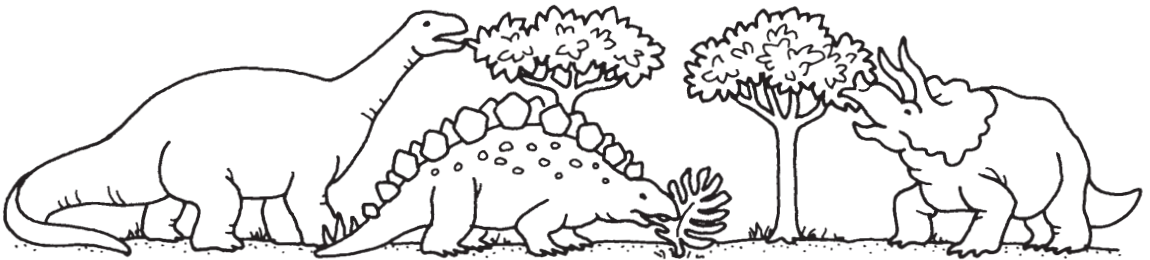
B Write the words that mean the same as the underlined contraction.

1. We're looking for dinosaur footprints. (We are, We will)
2. Those footprints weren't small. (were not, was not)
3. They're from a huge T-Rex. (They will, They are)
4. Allosaurs didn't eat vegetables. (was not, did not)
5. We'll look for more clues up ahead. (We will, We would)

C Write each sentence. Replace the underlined words with a contraction from the list.

didn't I'll It's shouldn't haven't

6. I will write a report on my favorite dinosaur.
7. It is going to be about dinosaurs with long necks.
8. I have not gone to the library yet.
9. I should not wait too much longer.
10. I did not find the book I need.



Review and Assess

Write the contraction in () that means the same as the underlined words.

1. This dinosaur was not as big as T-Rex. (wasn't, weren't)
2. My favorite dinosaur is not the T-Rex. (don't, isn't)
3. The other tracks did not look the same. (didn't, aren't)
4. This dinosaur could not run fast. (couldn't, isn't)

Write the letter of the contraction that means the same as the underlined words in each sentence.

5. They will love the pictures at the dinosaur museum.

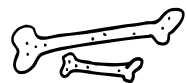
☐ **A** Haven't ☐ **B** They'll ☐ **C** We'll

6. This dinosaur fossil does not have wings.

☐ **A** didn't ☐ **B** isn't ☐ **C** doesn't

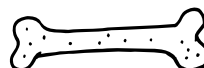
7. That means this dinosaur could not fly.

☐ **A** wouldn't
☐ **B** aren't
☐ **C** couldn't



8. I will buy a dinosaur poster for my room.

☐ **A** I'll
☐ **B** They'll
☐ **C** She'll



Using Contractions in Your Writing

Contractions can make your sentences less wordy.

- I **have not** finished writing my dinosaur report yet.
- I **haven't** finished writing my dinosaur report yet.

A Make the paragraph less wordy by changing the underlined words to contractions.

1. Scientists are not sure what T-Rex looked like.
2. People know that it was not small. 3. It was about forty feet long. 4. The T-Rex did not eat plants. 5. This dinosaur ate other dinosaurs. 6. It is my favorite dinosaur.

B Find three sentences with word pairs that could be contractions. Write these contractions.

7. We are studying the three-horned dinosaur.
8. It did not eat other dinosaurs. 9. This dinosaur just ate plants. 10. Was it as big as a T-Rex? 11. No, it was not. 12. It was about thirty feet long.

C Write a paragraph about your favorite dinosaur. Make a list of facts before writing. Use contractions to make your report less wordy.

Writing a Summary

Some **tests** may ask you to write a summary from a list of facts, a time line, or a chart. You will need to read the information carefully and use it in your own sentences. Follow the tips below.



GROUPING FACTS

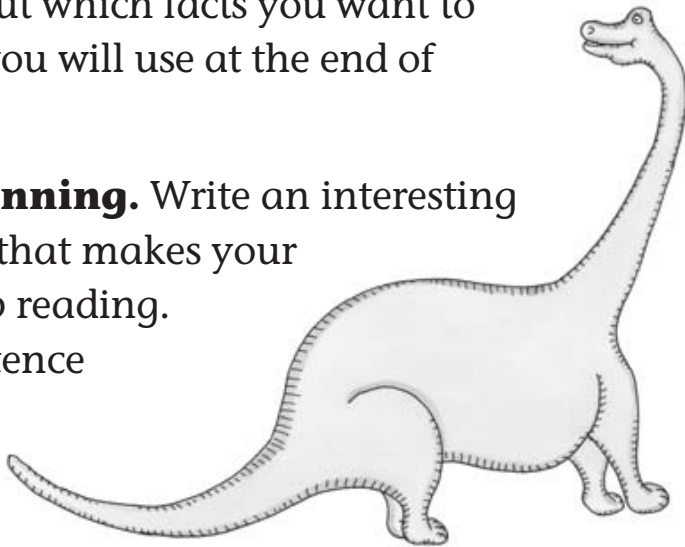
In your summary, keep facts about the same topic together.

Long-Necked Dinosaurs

- About fifty feet long
- Huge size helped protect them
- Didn't eat other dinosaurs
- Ate plants and tree leaves
- Died out about 64 million years ago

Organize your ideas. How will you present the facts? Think about which facts you want to use first and which you will use at the end of your summary.

Write a good beginning. Write an interesting beginning sentence that makes your readers want to keep reading. Think of a topic sentence that presents the main idea clearly.



UNIT 5 WRITING FOR TESTS

Develop and elaborate ideas. Include all important information. Make sure the details support your main idea.

Write a strong ending. Write sentences that pull the information together. You might add your own feelings about your topic.

Check your work. Read your report. Make any changes.

See how the report below summarizes information.

- 1 — Which dinosaur is your favorite? My favorite is the long-necked dinosaur. Head to tail it was about fifty feet long. That's almost as tall as a three-story building! This dinosaur's huge size helped protect it from enemies. It didn't eat other dinosaurs. Instead it ate plants and tree leaves. These dinosaurs died about sixty-four million years ago. I think it is sad that now we can see these giant animals only in pictures and museums. — 5
- 2 —
- 3 —
- 4 —

1. The first sentence grabs the reader's attention.
2. The writer paints a picture for the reader.
3. Pronouns and contractions are correct.
4. The writer gives exact information.
5. The last sentence shows the writer's feelings.

Complete Sentences

A **sentence** is a group of words that tells a complete idea.

This group of words is a complete sentence. It tells a complete idea: **Luis makes a clubhouse.**

This group of words is not a complete sentence. It does not tell a complete idea: **Makes a clubhouse.**

A sentence begins with a capital letter and ends with a punctuation mark.

A Write **S** if the group of words is a sentence. Write **N** if the group of words is not a sentence.

1. We sold cookies and cake at our bake sale.
2. We made more than fifty dollars!
3. With our money?

Write the group of words in each pair that is a sentence.

4. A tree house.
We made a tree house.
5. My dad nailed the boards together.
Nailed the boards together.
6. Lunch in our tree house.
Today we will have lunch in our tree house.

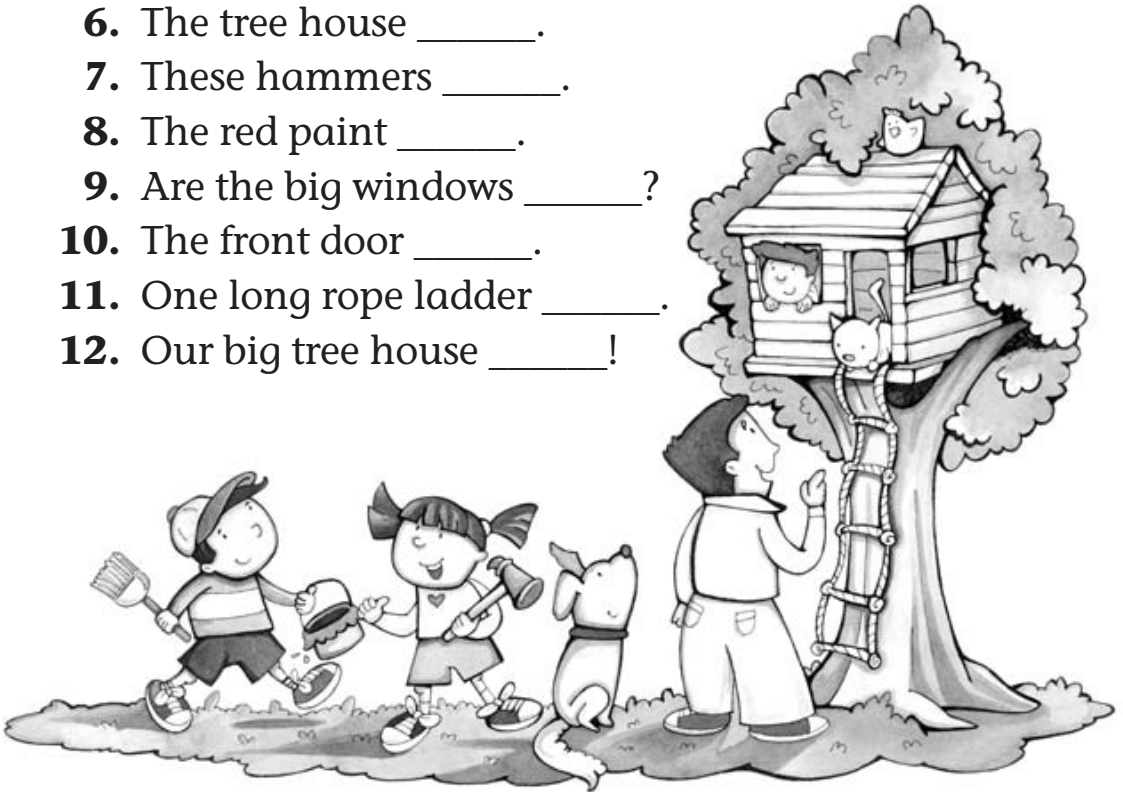
UNIT 6 GRAMMAR

B Write each sentence correctly. Add a capital letter and an end punctuation mark.

1. we went to the hardware store
2. dad bought the paint
3. did we pay for the paint
4. we needed brushes
5. what a bright color that is

C Add your own words to complete each sentence. Write the sentences.

6. The tree house _____.
7. These hammers _____.
8. The red paint _____.
9. Are the big windows _____?
10. The front door _____.
11. One long rope ladder _____.
12. Our big tree house _____!



Review and Assess

Write **S** if the group of words is a sentence. Write **N** if the group of words is not a sentence.

1. Everyone in our class.
2. All the children in our class.
3. Everyone washed cars on Saturday.
4. We raised money for our class trip.
5. Washed cars all afternoon.

Write the letter of the words that complete each sentence.

6. Andrea and Linda _____.
 - **A** were in charge of the project
 - **B** to the store
 - **C** brushes and paint
7. Dad _____.
 - **A** Mom and Dad
 - **B** helped us paint
 - **C** my sister and brother
8. The green paint _____.
 - **A** nice color
 - **B** blue paint
 - **C** was perfect



Improving Your Style

Different types of sentences can make your style lively.

- Have you ever had a bake sale before? It can be fun!
- We're having one this weekend. Please join us.

A Change the underlined sentences to make the paragraph interesting. The word in () tells you the kind of sentence to use. Write the paragraph.

1. I started my own business. **2.** Every morning I walk my neighbor's dog. **3.** You could be a dog walker too. (question) **4.** You can call me to find out more. (command) **5.** Is it a good job? (statement)

B Make each group of words a complete sentence. Write the new sentences.

- 6.** Do you like _____?
- 7.** I think kids should _____.
- 8.** Each night I _____.
- 9.** What fun it is to _____!

C Write a paragraph that persuades a friend to give you something. Use different types of sentences to make your writing lively.

Quotation Marks

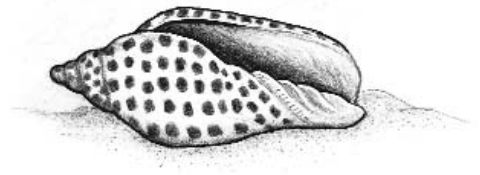
Quotation marks show the beginning and ending of the words someone says. The speaker's name and words such as *said* or *asked* are not inside the quotation marks.

"Can we collect shells?" asked Mei Ling.
Kim said, "There are some pink ones over there."

A Write **Y** if a sentence uses quotation marks correctly.
Write **N** if quotation marks are not used correctly.

1. "I like getting up early even on the weekend, said Tom."
2. "It's time to get up," my dad calls out.
3. "Let's go rock hunting, Dad" says.
4. "Let's go!" I call to Dad.

Add quotation marks to each sentence. Write each sentence.



5. I found a purple shell, my brother said.
6. Mei Ling asked, Did you find some pink sea glass?
7. Where did you find it? asked Mom.
8. I love going to the beach! said Mei Ling.



B Write the sentences. Add quotation marks if the sentence needs them. Write an **X** next to the sentences that do not need quotation marks.

1. Let's go to the beach, said Mom.
2. Mom had the beach pails.
3. They're in the trunk, she said.
4. This pail holds many sea shells.

C Write each sentence. Cross out the quotation marks that are not needed.

5. "My cousin found a crab."
6. "Look at those big claws!" said Mei Ling.
7. "May I please see it?" asked Mom.
8. "I'll put the crab back," said Mei Ling.
9. "Are you going to the beach tomorrow?" I ask Mom.
10. "The pails are full of shells."
11. "We will wash the shells later."

Review and Assess

Write an **X** next to the numbers of sentences that do not need quotation marks. Add quotation marks to the sentences that need them. Write the sentences.

1. Josie and I collect stamps.
2. Which one is your favorite stamp? Josie asked .
3. I showed her a rare stamp from India.
4. I think I'll take my stamps to school, I said.
5. Everyone liked my stamp collection.
6. Collecting stamps is my favorite hobby, I said to the class.

Write the letter of the sentence with the correct quotation marks.

7. ☐ **A** "I collect coins. I said.
☐ **B** "I collect coins," I said.
☐ **C** "I collect coins, I said."
8. ☐ **A** "This coin is rare," he said.
☐ **B** "This coin is rare, he said.
☐ **C** "This coin is rare he said."
9. ☐ **A** I have fifty coins, I said.
☐ **B** "I have fifty coins," I said.
☐ **C** I have fifty coins, "I said."



Writing with Quotations

Quotations can make your persuasive writing stronger.

- Nancy said, “Collecting shells is a great hobby.”

A Write the paragraph. Add quotation marks to two sentences to make the writing clear.

1. Please may we go to the music store? I asked my mother. **2.** She asked me why. **3.** I want to collect posters of singers and hang them in my room, I answered.

B Add the quotations in the box to the paragraph. Use quotation marks. Add a closing sentence. Write the paragraph.

She asked, Where are you going to hang it?
I’m hanging it on my bedroom door, I answered.

4. I showed my newest poster to Mom. **5.** _____
6. _____ **7.** She told me that my door is the only empty spot in the room! **8.** _____

C Write a note persuading a friend to go somewhere with you. Use quotations to make your point.

Commas

Commas are used in addresses:

330 East 71st Street, New York, NY 10010

Commas are used in dates: May 3, 2005

Commas are used to start letters: Dear Drew,

Commas are used to separate three or more things:

I need to buy soda, cookies, and cheese.

Commas are used to end a letter: Love, Mom

A Write each group of words. Write **Y** if commas are used correctly. Write **N** if commas are not used correctly.

1. June 3, 2006 2. corn, water and cheese
3. Your, friend Paul 4. Fort Lee, CA 5. Dear Manny,

Write the sentences and add commas where they are needed.



6. I'm going to chef school on May 2 2006.
7. We'll learn how to make pizza, soup and toast.
8. The school is in Sandcastle New Jersey.
9. I have to send a letter to 10 Bay Avenue, Lima Ohio.
10. I will bring a notebook pencil, and binder to school.

UNIT 6 GRAMMAR

B Write the letter. Add commas to the underlined items.

1. 742 Jackson Avenue

2. Chicago IL 60615

3. August 27 2008

4. Dear Jane

5. Chef School is great! 6. Today we are making chicken rice and pudding. 7. I wish you were here to help us cook and eat.

8. Love

9. Nancy

C Imagine that you are Jane. Write a letter that answers Nancy's letter. Remember to use commas.



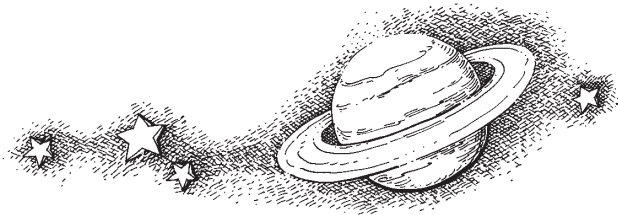
Review and Assess

Write each sentence. Add commas where they are needed.

1. Did you come home from chef school on May 25 2008?
2. I'm going to space camp on July 3 2007.
3. I need to bring pajamas slippers and a bathrobe.
4. Will I need to bring food water or a backpack?

Write the letter of the group of words that uses commas correctly.

5. ☐ **A** Dear Mom ☐ **B** Dear, Mom ☐ **C** Dear Mom,
6. ☐ **A** May 3, 2003 ☐ **B** May, 3 2003 ☐ **C** May 3 2003
7. ☐ **A** Love Tim ☐ **B** Love Tim, ☐ **C** Love, Tim
8. ☐ **A** one, two, and three
☐ **B** one two, and three
☐ **C** one two and, three
9. ☐ **A** Union New Jersey
☐ **B** Union New, Jersey
☐ **C** Union, New Jersey



Using Commas in Letters to Persuade

A strong persuasive letter can change your reader's mind. Use commas correctly to make your writing clear.

- I love soccer camp! We play soccer, hike, and swim. I want to come back next year.

A Write the letter. Add commas to make the writing clear.

Dear Mom

Soccer camp starts July 2 2005. I need shorts socks and shinguards. May we go shopping later?

Love
Ben

B Write the letter from Mom to Ben. Include the missing commas. Add a greeting and a closing.

Did you bring pajamas slippers and a book? We miss you! I'll pick you up at the bus station in Bend Oregon.

C Write a letter persuading your friend to sleep at your house. Use commas to make your writing clear.

Commas in Sentences

.....

A **comma** is used between the date and the year.

Today is May 11, 2005.

A **comma** is used between the day of the week and the date.

I'm coming on Sunday, May 11.

Commas are used to join two complete sentences with a connecting word, such as *and* or *but*.

I enjoy writing poetry, and my brother likes playing the piano.

.....

A Write **NC** if a sentence is missing a comma. Write **C** if a sentence is not missing a comma.

1. I'm going to study and Ben is going to practice the piano.
2. My test is on Tuesday, April 2.
3. Ben's piano concert will be on May 21 2005.

Write the sentences. Add commas where they are needed.

4. I practice swimming but my brother practices singing.
5. I swim on Fridays and my brother sings every day.
6. My swimming meet is on June 2 2005.
7. His concert will be on Monday July 3.

UNIT 6 GRAMMAR

B Write **C** if the sentence uses commas correctly.
Fix the sentences that do not use commas correctly.
Write the sentences.

1. Ali plays the violin, and Charlie plays the cello.
2. We sound great and everyone claps for us.
3. We've been playing since September 3, 2004.
4. Our first concert is Tuesday June 26.

C Write the paragraph. Add commas where they are needed.

5. I was going to invent underwater walkie-talkies last Saturday June 30. 6. Mom told me they were already invented. 7. I'm eight years old and I really want to be an inventor. 8. I will keep trying. 9. My first invention probably will be ready in about two years. 10. That will be September 3 2006. 11. Wish me luck!



Review and Assess

Write the sentences. Add commas where they are needed.

1. I enjoy reading and I like to write.
2. I read scary stories and I write funny ones.
3. My first story was published on April 11 2005.
4. I'm reading a scary story to my class on Monday June 2.
5. Maybe I'll write my next story by Sunday June 8.

Write the letter of the group of words that uses commas correctly.

6. ☐ **A** The game is on Sunday September, 3.
☐ **B** The game is on Sunday, September 3.
☐ **C** The game is on, Sunday September 3.
7. ☐ **A** I swim, and I play soccer.
☐ **B** I swim and, I play soccer.
☐ **C** I swim, and, I play soccer.
8. ☐ **A** Today is, July 4, 2005.
☐ **B** Today is July 4, 2005.
☐ **C** Today is July 4 2005.



Writing with Commas

Use commas to join sentences and make your writing less choppy.

- **No:** I play the violin. I am on the baseball team.
- **Yes:** I play the violin, and I am on the baseball team.

A Use *and* or *but* and commas to combine each pair of sentences. Write the paragraph.

1. I like to swim under water. I like to watch the fish.
2. I was scared when I went scuba diving. I went anyway.
3. Swimming under water was wonderful. I want to do it again soon.

B Combine the underlined pairs of sentences. Add a closing sentence. Write the paragraph.

4. I learned to snorkel last summer. I liked it right away.
5. Some of the fish I saw had yellow and black stripes.
6. Snorkeling is great fun. It is easy to learn too.
7. _____

C Write a note persuading a friend to spend Saturday with you. Use commas to join sentences to make your writing less choppy.

The Paragraph

A **paragraph** is a group of sentences about the same idea. The sentences are in an order that makes sense. One sentence gives the main idea. The other sentences give details about the main idea.

My family plants tomatoes in the spring.
We water them every day. At the end of summer,
we pick our delicious tomatoes.

A Write the sentences. Cross out the sentence that does not tell about the same idea.

1. First, we go to the store to buy tomato seeds.
2. Which flower is your favorite?
3. Then we plant the seeds.
4. We make sure to water them every day.

Write the sentences. Write **1**, **2**, or **3** next to each sentence to show the correct order.



5. Finally, we pick our beautiful tomatoes.
6. We watch as the seeds start to grow.
7. I water the tomato seeds, and then I pull the weeds.

UNIT 6 GRAMMAR

B Write the sentences in the correct order to make a paragraph.

1. First, we need to choose the colors we want to use.
2. Finally, we can begin painting.
3. Our class is going to paint a mural in our school.
4. Then we have to decide on a picture.

C Decide which sentences do not belong. Put the other sentences in order. Then write the paragraph.

5. After four months, our mural was finished.
6. We started by taping up big sheets of paper.
7. When it was finally done, we had a party.
8. Red and green are my favorite colors.
9. I'm in the third grade.
10. We began painting our mural in January 2004.



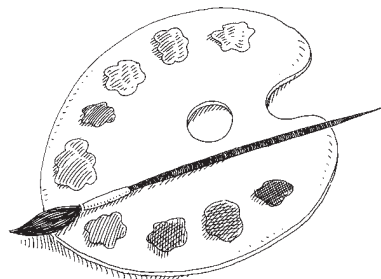
Review and Assess

Write the sentences in an order that makes sense.

1. I learned to paint when I was little.
2. At last, I can paint very well.
3. Second, he taught me how to paint with watercolors.
4. Third, he taught me how to paint with oil paint.
5. First, my uncle Tito taught me how to mix colors.

Write the letter of the sentence that does not belong with each group.

6. ☐ **A** The mural is in the front hall of our school.
☐ **B** My favorite subject is math.
☐ **C** It is the first thing you see when you enter the building.
7. ☐ **A** I can make great colors by mixing paints together.
☐ **B** Paint spilled on my favorite shirt.
☐ **C** First, I mix red and dark blue.
8. ☐ **A** I saw a rainbow on Main Street last week.
☐ **B** The principal painted a rainbow on the mural.
☐ **C** Who helped paint the colorful mural?



Writing Clear Paragraphs

Group sentences with the same topic into paragraphs to keep ideas clear.

- There is an empty lot next to our school, but it is filled with trash. Will you help us clean it up? Then we can all play ball there after school.

A Decide which sentence doesn't belong. Put the other sentences in order. Add a closing sentence. Then write the paragraph.

1. Let's volunteer to clean up the empty lot.
2. Then we'll put empty soda cans in garbage bags.
3. First, we'll pick up newspapers and other papers.
4. Mom cleaned her room when she was young.

B Write two sentences that give details about the topic.

5. Will you help me plant flowers in front of my building?
6. They will make the neighborhood look pretty.
7. We will water them every day.
8. _____
9. We will also give them special food.
10. _____

C Write an e-mail message persuading a family member to help you with a hobby. Put sentences with the same topic together to keep ideas clear.

Writing a Persuasive Letter

A **test** may ask you to write a persuasive letter. Support your ideas with examples, facts, and reasons. Use words such as *should* and *most important*. Follow the tips below.

Understand the prompt. A prompt that asks you to write a persuasive letter could look like this:

**Write a letter asking for something special.
Persuade your reader. Try to get the reader
to see your side.**

Key words are *letter*, *persuade*, and *your side*.

Find a good topic. Choose a subject that you feel strongly about. Make sure you can support your ideas with facts.

Organize your ideas. List the reasons for your argument.



ORDER

You might give your strongest reason first, or you might save it for last.

Getting a New Bike

My old bike is too small.
I worked and saved money.
I have enough money to buy a new bike.
A new bike will be safer.

UNIT 6 WRITING FOR TESTS

Write a good beginning. Tell the reader what you want in the first sentence.

Develop and elaborate ideas. Use facts to support your argument. Use words such as *should* or *best*.

Write a strong ending. Sum up your ideas and reasons.

Check your work. Read your letter. Make any changes.

See how the persuasive letter below follows the prompt. Facts and reasons support the argument.

Dear Grandpa,

1 — Would you take me to the bike shop? I've grown
2 — three inches, and I should have a bigger bike. I can
3 — pay for my new bike, but I can't go to the bike store
alone. If we go on Saturday, Mom and I can bike to
your house on Sunday. I'll be much safer on my new bike!

Love,
Dwight

4 —
5 —

1. The first sentence organizes the entire piece.
2. The writer supports the argument with facts and reasons.
3. A comma is used correctly to keep information clear.
4. Words such as *should* and *safer* are persuasive.
5. This ending sentence gives the strongest reason.

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